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ABSTRACT

This teacher's guide for exploratory home economics on the middle school level emphasizes a hands-on, fun-filled, active approach to a variety of topics in home economics. It is organized in five units covering the following topics: personal management, resource management, parenting and babysitting education, clothing management, and food and nutrition. Each unit contains a unit objective, specific objectives, suggested activities for both teacher and students, and instructional materials (such as information sheets, transparency masters, assignment sheets, answers to assignment sheets, job sheets, tests, and answers to the tests). Resources, such as lists of filmstrips, also are included. Suggestions to the teacher for using the guide and conducting the course are also provided. (KC)

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Comprehensive GUIDE

FOR EXPLORATORY HOME ECONOMICS PROGRAMS

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COMPREHENSIVE GUIDE FOR
EXPLORATORY
HOME ECONOMICS
PROGRAMS

Joan Hansen
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Rolla Middle School

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PREFACE

We believe home economics is an important part of a well-rounded education because it teaches basic survival skills that will be applicable through life. We believe the exploratory home economics class should introduce students to many areas of the program including child care, clothing, foods, money management, consumer education, and personal management. This would form a broad foundation and prepare the student for: a) future home economics classes, b) the role of wage earner/homemaker and c) a wide varient of experiences conducive to the development of the transescent (middle school) child.

We believe exploratory home economics classes provide for intellectual development by helping students think reflectively and make value judgments based on facts and fundamental concepts, by helping students learn how to learn, and by helping students continue the development of basic skills.

We believe home economics can foster personal growth by helping a student attain a positive self-concept, personal fulfillment and a wholesome personality with an increased capacity for self-discipline and self-improvement; by helping a student explore educational opportunities and outlets for special talents; and by emphasizing the worth and dignity of each individual.

We believe home economics can promote students' social development by helping them acquire attitudes, values, knowledge, skills and behavior essential for wholesome interpersonal relationships and by helping them to become independent and self-directed. Home economics can provide for educational and personal adjustment by helping students understand the nature and nurture of the human body.

We believe teaching strategies should include many hands-on exercises, a wide variety of activities, and (different, unusual or) interesting techniques to facilitate high retention of the subject matter. It is our belief that grouping patterns should be organized so classes contain members of both sexes and are heterogeneously grouped. Classes should be small in number. Pubescent children have a short attention span, an eagerness to learn, a delicate self-concept, a wide range of maturity levels, and a need for a variety of activities which we believe can be addressed through exploratory home economics. Providing such a variety of class activities should ensure a high success level, with gifted, handicapped, and average students participating together and feeling successful in some or all areas.

FOREWORD

Exploratory home economics should be a class that is fun and successful for both the students and the teacher. The class should be one that explores major areas of home economics and encourages students to take advanced home economics classes.

The class should be unique, fast-paced, and designed to fulfill the needs of all types of students.

Students this age are strongly motivated, yet have a short attention span, so subject matter should be changed often and presented as creatively as possible. Students learn faster when the lessons are different, fun, and activity-oriented when possible. Basic skills in all areas should be taught, rather than in-depth study in particular areas.

This guide is designed to help the teacher fulfill these goals.

The goals and objectives for this curriculum guide were selected during a DACUM (Developing A Curriculum) workshop. Persons representing a wide variety of homemakers identified what a homemaker does and what skills s/he must have in order to be successful.

A teacher's advisory committee further developed these objectives and designated what they felt should be taught on each grade level. This guide covers goals and objectives determined by this process.

Before using this guide, it is **strongly suggested** that the instructor carefully read the notes to the teacher. We have given many suggestions that will help you and the lessons be successful. You have heard the old expression, "When all else fails, read the directions." Read them first and be successful!

ACKNOWLEDGMENTS

Appreciation is expressed to the many individuals who gave their time, knowledge, and talents to the development of these materials. Without their cooperation this packet would not have been made possible.

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COMPREHENSIVE GUIDE FOR

EXPLORATORY HOME ECONOMICS PROGRAMS

TABLE OF CONTENTS

Preface iii

Foreword v

Acknowledgments vii

How to Use This Guide xiii

Unit I: Personal Management 1

AS 1: What Makes Us Different? 13
AS 2: I Am Uniquely Me 15
AS 3: Self-Portrait 19
AS 4: Rate Your Personality 21
AS 5: Turn On to Friends: They Brighten Our Days 25
AS 6: Let's Write an Advice Column 27
AS 7: Use Your Imagination! 29
AS 8: Do I Look My Best Every Day? 33
AS 9: Dressin' Lesson 37

JS 1: Sticky Situations 41
JS 2: Build Self-Confidence 45
JS 3: Sewing on a Button 49

Unit test 53

Unit II: Resource Management 57

HO 1: How to Buy Jeans 69

AS 1: The Quarter Gobblers 71
AS 2: Let's Make a Deal 75
AS 3: The Spending Plan 77
AS 4: Ads, Ads, and More Ads 79
AS 5: The Diamond Necklace 83
AS 6: Sending a Mail Order 87
AS 7: Find the Hidden Costs 91
AS 8: Cheated? 93
AS 9: A Letter of Complaint 97
AS 10: "Tough Choices" 101
AS 11: Are You a "Jeans Genie"? 105
AS 12: Compare and Choose the Best Buy 109
AS 13: Fun with Words - Part 1: Fill in the Blanks 111
Fun with Words - Part 2: Shopping Bag Word Search 112

Unit test 119

Unit III: Parenting Education 123

HO 1: How to Change a Diaper 137

TM 1: When Making Arrangements for a Babysitting Job 139
TM 2: Emergency Numbers to Keep Posted by the Telephone 141
TM 3: Leave the Headphones at Home! 143

AS 1: What's the Solution? 145

JS 1: How Does It Feel to be a Small Child? 149
JS 2: The Babysitting Game 151

Unit test 161

Unit IV: Clothing Management 165

HO 1: Troubleshooting the Sewing Machine 183
HO 2: Materials Needed for the Apron Project 185
HO 3: Pinning the Pattern to the Fabric 187
HO 4: How to Cut Out a Pattern 189
HO 5: "Stitch and Stuff" Pillow Project - Letter to Parent 191

TM 1: Amigo Mouse Says "Share the Sewing Machine" 193
TM 2: Threading the Top Thread 195

AS 1: My Share in Family Clothing Care 197
AS 2: What Do I Wear? 199
AS 3: What's the Right Label? 201
AS 4: Sorting Laundry 203

JS 1: Getting Acquainted with the Sewing Machine 207
JS 2: Threading the Top of the Sewing Machine 211
JS 3: Filling the Bobbin 213
JS 4: Inserting the Bobbin Case and "Going Fishing" 215
JS 5: Removing the Bobbin Case and Bobbin 219
JS 6: The Chef's Apron Project
  Part 1 - Make It Fit 221
  Part 2 - Cut It Out 223
  Part 3 - Pinning and Ironing the Hem 225
  Part 4 - Hem It Up 227
  Part 5 - Making and Attaching the Pockets 229
  Part 6 - Attaching the Neck Band and Ties 231
  Part 7 - The Finishing Touches 233
  Part 8 - Progress Check Sheet 235
  Part 9 - Evaluation 237
JS 7: "Stitch and Stuff" Pillow Project
  Part 1 - Designing the Pattern 239
  Part 2 - Pinning and Cutting the Pattern 241
  Part 3 - Sewing Practice Pillows 243
  Part 4 - The "Real Thing" 245
  Part 5 - Stuffing and Hand Stitching 247

Part 6 - Evaluation 249
JS 8: Let's Do a Scientific Laundry Experiment 251
JS 9: Let's Play "Laundry Day Checkers" 255
JS 10: How Should I Store Clean Clothing? 263

Unit test 265

Unit V: Food and Nutrition 271

HO 1: Lab Clean-Up Duties 309
HO 2: How to Wash Dishes 311
HO 3: Dinnerware, Silverware, Glassware 313
HO 4: Example of Supermarket Floor Plan 315
HO 5: Taco Salad 317
HO 6: Dishpan Cookies 319

TM 1: Why Is It Important to Recognize Recipe Abbreviations? 321
TM 2: Common Cooking Preparation Terms Are: 323
TM 3: Common Food Preparation Terms Are: 327
TM 4: Use Standard Measuring Tools 337
TM 5: Correct Measuring Techniques 339
TM 6: Basic Pots and Pans 343
TM 7: Basic Kitchen Utensils 345
TM 8: Proper Tasting Method 349
TM 9: Steps in Dishwashing 351
TM 10: How to Break an Egg 353
TM 11: A Sad Story 355

AS 1: Learning to Recognize and Use Measurement Abbreviations Used in Cooking 357
AS 2: The Cook's Puzzle 359
AS 3: Spelling Check 361
AS 4: Recognizing Poor Manners and Incorrect Tablesetting 363
AS 5: Good Reasons for Good Manners 365
AS 6: My Thoughts About Food 369
AS 7: Foods I Love to Eat 371
AS 8: My Diet Diary 373
AS 9: Daily Foods Intake Score Sheet 375
AS 10: Checking My Intake of Food Nutrients 377
AS 11: Planning a Balanced Menu for One Day 379
AS 12: A Sad Story 381
AS 13: Where Can I find the ______? 383
AS 14: Learning to Make a Grocery List 385
AS 15: Reading a Label 387
AS 16: Learn to Compare Newspaper Shopping Ads 389

JS 1: Making and Using Food Preparation Techniques Flash Cards 397
JS 2: Game: "Cool Cook" 405
JS 3: Making Taco Salad 407
JS 4: Additional Project to Eat with Taco Salad: Nachos 411
JS 5: Flour Tricks 413
JS 6: Making Dishpan Cookies 417
JS 7: Game: "Can You Fix Dinner without an Accident?" 419

JS 8: Locating Equipment in the School Kitchen 423
JS 9: Game: "Name That Tool!" 427
JS 10: Learning to Operate and Clean the Stove (Range) 429
JS 11: Learning the Use and Care of Appliances 431
JS 12: Giving Your Report and Testing Your Class 433
JS 13: Table Setting Game 435
JS 14: Learning to Identify and Use Dinnerware, Silverware, and Glassware . 439
JS 15: Learning to Set the Table 443
JS 16: Practicing Table Setting and Mealtime Manners 437
JS 17: Biscuits Supreme (Better Homes and Gardens Cookbook) 445
JS 18: Identifying Good and Poor Snack Foods 449
JS 19: Pizza Preparation Lab (2 days) 451
JS 20: Super Supper Surprise 457
JS 21: Spaghetti Dinner Lab 461
JS 22: Comparing Food Brands 465

Unit test 467

HOW TO USE THIS GUIDE

The teacher has the freedom to choose the order in which the units are taught. However, it is suggested that the Food and Nutrition unit be taught last. It is usually a favorite and is an excellent grand finale! It is also suggested that Clothing Management be taught near the beginning of the course. This unit affords the opportunity for the teacher to become better acquainted with each individual student. The student becomes more comfortable around the teacher which in turn leads to more fruitful classroom participation during subsequent units.

A suggestion for the length of time to be spent on each unit might be as follows:

	Length of Course		
	9-week	**12-week**	**18-week**
Personal Management	1 week	2 weeks	3 weeks
Clothing Management	2 weeks	3 weeks	4 weeks
Resource Management	2 weeks	2 weeks	3 weeks
Parenting Education	1 week	1 week	2 weeks
Nutrition Education and Food Management	3 weeks	4 weeks	6 weeks

School calendars and other circumstances may cause the length of each unit to vary somewhat.

The teacher has the freedom to choose lessons to be taught within each unit with the option to create his/her own lessons. The teacher also has the option to change the evaluation percentages on assignment sheets and mastery level on unit tests.

Although lessons are written so the course can be almost self-taught, the teacher may use them any way s/he chooses. Instead of writing out the answers to the assignment sheets, the questions may be used as a basis for discussion.

Each student should have a notebook containing the information outline, the assignment sheets (AS), the job sheets (JS), and the handouts (HO).

As the student reads the information outline, reference is made to the proper activity to be used with the information. Students would then turn to that particular job or assignment sheet and follow the directions.

Each activity has an evaluation device to be used by both student and teacher. Students cannot always evaluate themselves accurately, but through the self-evaluation process, they will be made aware of teacher expectations.

At the end of each unit or unit part, we have included a device to measure competency.

If a student is absent, or if it is necessary to have a substitute teacher, it is possible to continue the work and evaluate the student without losing precious time.

It is of the utmost importance that the students have some lessons from each unit. You are, after all, teaching Exploratory Home Economics.

Since a feeling of success is so important to the middle school student, here is a suggestion that is 100 percent guaranteed to promote good feelings about your program. It is also guaranteed to soften the hardest of hearts and cut down on discipline problems. This wonderful "magic formula" is a special king of compliment - the "Sunshine Note." Teachers who have used Sunshine Notes have found them to be a great tool. We are including a Sunshine Note form that you can duplicate and use.

Here are some guidelines for writing a Sunshine Note:

1. It must be personal, handwritten, and signed.
2. It must be a genuine compliment about the child to his/her parent. Examples:
    a. Janie worked especially hard today. It is nice to have such a cooperative student.
    b. Jim is always so helpful. I can always depend upon him to put the books away without being told.
    c. Eric is always so polite and pleasant to be around. I just thought you'd like to know how much I enjoy having your son in my class.
    d. After our conference, I have noticed a definite change for the better in Brian's behavior. I am pleased and thought you'd like to know.
    e. Dena is especially thoughtful of other people. It is so nice to have a student like her in my classroom.
    f. Jason has had a good week. He has done exactly what he was asked to do. His efforts have not gone unnoticed.
    g. Karen's ____________ was excellent. Be proud, parents!
    h. I am pleased that Bev completed her make up work so quickly after her absence.
3. Send the note home via the student to the parent. (Watch the students faces when you hand the notes to them and they take a peek for themselves.)
4. Remember, everyone does something that deserves a compliment. The difficult child, especially, needs praise. It works wonders!
5. Send home several notes during the course if you possibly can.
6. Don't forget verbal compliments. If this isn't your style, develop it. (This does not mean the easy "that's a cute blouse" compliment.) People love to hear good things about themselves if they know you are sincere. A student will be pleased that you noticed his/her efforts, and it will show that you care.

Here is a
sunshine note for you!

Here is a
sunshine note for you!

15

UNIT I

UNIT OBJECTIVE

Upon completion of this unit, the student will recognize the need for and ways of self-improvement in appearance and personality. This will be evidenced by satisfactory completion of job and assignment sheets and by scoring at least 85% on the unit test.

The number of lessons chosen for the 9, 12, and 18 week classes should be determined by the amount of time to be spent on this unit and by the needs of individual classes.

SPECIFIC OBJECTIVES

After completion of this (9-, 12-, or 18-week) unit, the student should be able to:

1. Define and match terms associated with personal management.

2. Recall reasons why people are different.

3. List three ways of looking at yourself.

4.1. Recognize the steps in proper order for self-improvement.

4.2. Analyze your own personality.

5. List reasons why people do or do not have friends.

6.1. Describe the steps involved in a decision-making process.

6.2. Practice making value judgments.

7.1. Recognize why good grooming and personal hygiene are important.

7.2. Recognize grooming errors.

7.3. Rate yourself on grooming.

8.1. List the steps of procedure for sewing on a button.

8.2. Practice sewing on a button.

SUGGESTED ACTIVITIES

I. Instructor

  A. Provide students with unit objectives.

  B. Provide students with information sheets and assignment sheets.

  C. Discuss unit and specific objectives.

  D. Provide resources for the completion of unit activities.

  E. Make transparencies.

  F. Discuss assignments to be completed by students.

  G. Evaluate student assignment sheets, job sheets, and unit test.

II. Student

  A. Read objectives.

  B. Read information sheet, assignment sheets, and job sheets.

  C. Discuss assignments to be completed with the instructor and other students.

  D. Complete the assignment sheets.

  E. Take unit test.

INSTRUCTIONAL MATERIALS

I. Included in this unit

  A. Information sheet

  B. Transparency master

  C. Assignment sheets

    1. AS 1: What Makes Us Different?

    2. AS 2: I Am Uniquely Me

3. AS 3: Self-Portrait
4. AS 4: Rate Your Personality
5. AS 5: Turn On to Friends: They Brighten Our Days
6. AS 6: Let's Write an Advice Column
7. AS 7: Use Your Imagination!
8. AS 8: Do I Look My Best Every Day?
9. AS 9: "Dressin' Lesson"

E. Answers to Assignment Sheets

F. Job Sheets

1. JS 1: Sticky Situations
2. JS 2: Build Self-Confidence
3. JS 3: Sewing on a Button

G. Test

H. Answers to test

II. References

A. Filmstrip series: "What's Your Message?" Glencoe Company.

PERSONAL MANAGEMENT

UNIT I

NOTES TO THE INSTRUCTOR

1. Lesson choices have been left to the discretion of the teacher, who can best judge which lessons would be most beneficial for a particular group of students.

2. Indepth studies of personal hygiene practices are suggested, as time permits. Demonstrations and/or performances of some grooming tasks may also be included.

3. The teaching of decision making and value judgments has been interwoven throughout the entire course. Although we did not call it "values," JS 1: "Sticky Situations" addresses just that.

4. Because of time limitations, several topics related to personal management were not included. It is suggested that if time permits, teachers could add such concerns as shoplifting, establishing a reputation, handling emotions, making introductions, and recognizing and/or improving various personal characteristics. Several given situations could lead to indepth discussions on certain other topics.

5. Some suggestions and ideas for this unit were adapted from materials shared by Susie Cox, Jefferson Junior High School, Columbia, Missouri; Charlotte Pursell, Home Economics teacher at Newburg, Missouri; and Frances Pitts, Home Economics teacher at West Plains, Missouri.

PERSONAL MANAGEMENT

UNIT I

INFORMATION SHEET

I. Definitions and terms

   A. **Acquired characteristics** - traits that are learned or developed because of your environment

   B. **Characteristics** - traits that make a person different from others

   C. **Environment** - conditions that surround us and affect our growth, actions, and personality

   D. **Goals** - aims or purposes

   E. **Heredity** - the passing of characteristics from parents to their children

   F. **Imagination** - the power of picturing things that are not present or ideas of how things might be

   G. **Inherited characteristics** - physical traits passed from parents to children

   H. **Personality** - a combination of the way we look, think, feel, and act

   I. **Peers** - people of about the same age

   J. **Self-image** - what you think about yourself

   K. **Social skills** - the ability to get along with others; knowing the right way to act in different situations

   L. **Values** - standards you have developed that guide your actions, attitudes and judgments; things you think of as good or worthwhile

II. Relationships in a changing world (AS 1 and 2)

   A. All people are different

      1. In looks

      2. In thoughts and ideas

      3. In personality

   B. Reasons for differences

1. Heredity (inherited characteristics)
    a. Nose size
    b. Color blindness
    c. Height
    d. Intelligence capacity
    e. Natural hair color
    f. Bone structure
    g. Natural eye color
    h. Skin tones
2. Environment (acquired characteristics)
    a. Happiness
    b. Friendliness
    c. Eating habits
    d. Confidence
    e. Temper
    f. Jealousy
    g. Dependability
    h. Truthfulness

III. Relationships begin with you
  A. Development of self
    1. Influence of family - longest period of influence on an individual
    2. Influence of others - the effect that friends (peers), teachers, and others have on you
  B. Self-image - what you think about yourself.
    1. Positive self-image - when you feel good about yourself
    2. Negative self-image - when you don't feel good about yourself

C. Three ways to look at your self-image (AS 3)

1. How you see yourself
2. How others see you
3. How you react to how other people feel about you

IV. Improvement of self - everyone has certain traits that could be improved, regardless of age or who they are. (AS 4)

A. Recognize that a change is needed.

B. List improvements needed.

C. Decide on course of action for making improvements.

D. Try to change.

E. Remind yourself occasionally that you are trying to change.

V. Building relationships (relating to others) (AS 5 and 6; TM 1)

A. Everyone needs friends

1. To feel needed and loved
2. To help you
3. For companionship

B. Reasons influencing the number of friends you have

1. Where you live
2. Your personality
3. Your personal hygiene habits
4. Your values
5. Your appearance
6. Your wants and needs
7. Your social behavior

VI. Decision making (JS 1)

A. You need to decide what is right or wrong for you.

B. Steps to making a decision

1. Consider all of the alternatives for solving the problem.

2. Consider the consequences of your action.

3. Decide on the best course of action - you should feel satisfied that it is the best decision you could have made.

C. Everyone needs practice in deciding right from wrong.

D. Making good decisions helps build self-confidence and a good self-image.

VII. Grooming and personal hygiene (AS 7, 8, and 9)

A. Everyone should be well-groomed and practice good personal hygiene.

B. Why?

1. To build self-confidence (JS 2)

2. To appear more appealing to other people

3. To increase your chances of becoming a successful person

C. Recognize good and poor personal habits.

VIII. Practical application of good grooming

A. Clothes should have all buttons sewn securely in place.

B. Steps of procedure for sewing on a button (JS 3)

1. Mark correct placement.

2. Use double thread.

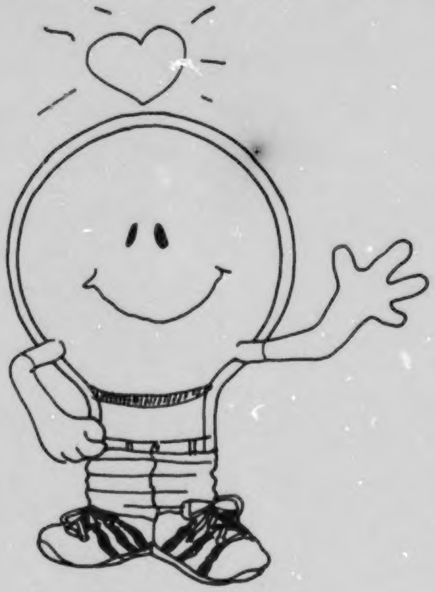
3. Take two stitches.

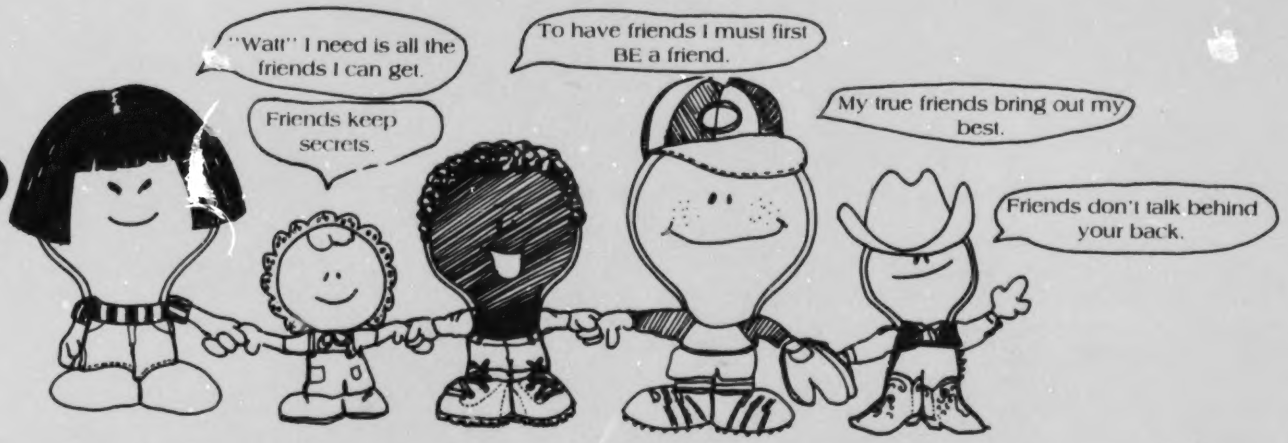
4. Put button in place and sew, using a straight pin under thread.

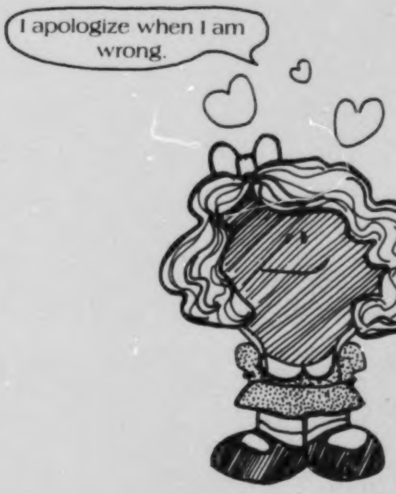
5. Wrap thread around to form a shank.

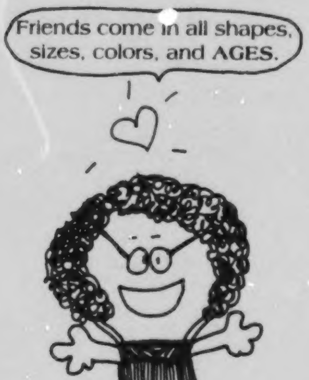
6. Tie off thread.

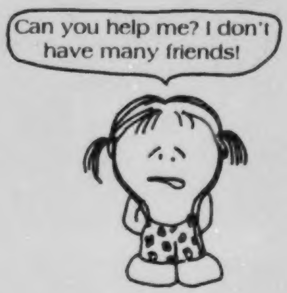
My Friends Light Up My Life!




"Watt" I need is all the friends I can get.
Friends keep secrets.
To have friends I must first BE a friend.
My true friends bring out my best.
Friends don't talk behind your back.


I apologize when I am wrong.


Friends come in all shapes, sizes, colors, and AGES.


Can you help me? I don't have many friends!

Assignment Sheet 1: What Makes Us Different?

Directions: Define the following terms:

1. Environment -

2. Heredity -

3. Personality -

4. Characteristics -

5. Inherited characteristic -

6. Acquired characteristic -

Directions: Circle the "I" for primarily inherited characteristics and "A" for primarily acquired characteristics. (Two answers are possible for some questions.)

I A 1. Natural hair color
I A 2. Truthfulness
I A 3. Dependability
I A 4. Bone structure
I A 5. Natural eye color
I A 6. Jealousy
I A 7. Bad temper
I A 8. Confidence
I A 9. Skin tones
I A 10. Left-handedness
I A 11. Eating habits
I A 12. Fears and anxieties
I A 13. Capacity for intelligence
I A 14. Height
I A 15. Friendliness
I A 16. Weight
I A 17. Happiness
I A 18. Special musical talent
I A 19. Color blindness
I A 20. Size of your nose

Directions:

1. List other characteristics you can think of and decide if they are I or A.

2. From the list in part 2, list characteristics you can change if you desire.

3. List characteristics you have that are beneficial to you.

EVALUATION

		Possible Points	Your Score
1.	Completed assignment	10	
2.	85% correct answers	40	
	Total Points	50	

Assignment Sheet 2: I Am Uniquely Me

Directions: Write your answer for the following questions. There are no right or wrong answers. How YOU feel is just as important as other students' opinions. Do not write your name on the paper and do not show your paper to anyone else. Try to be anonymous.

1. My favorite television program is:

2. On Saturday morning, I like to:

3. My favorite color is:

4. List one thing you do well:

5. My favorite food is:

6. One thing I wish I could do better is:

7. Two things I like about adults are:

   1.

   2.

8. One thing I do not like about adults is:

9. During my school days I have attended ______(number of) schools.

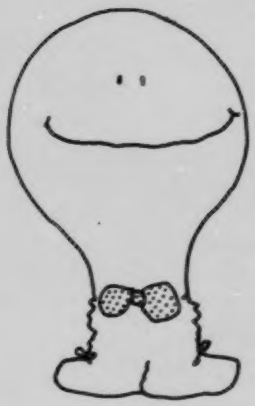
10. In my family I am the (oldest, youngest, middle, only) child. (Circle appropriate response.)

Directions: After you have finished, your paper will be collected and you will receive someone else's paper. During discussion time, give answers from the paper that belongs to another person. Your teacher will lead the discussion.

After the discussion, see if you can guess whose paper you have by walking around the room and asking people some of the questions that were on the paper.

Assignment Sheet 2 (cont'd)

EVALUATION			
		Possible Points	**Your Score**
1.	Completed questionnaire	10	
2.	Active participation	40	
3.	Appropriate behavior	20	
	Total Points	**70**	



28

For Instructor Only

DISCUSSION QUESTIONS TO BE ASKED ABOUT AS 2

The purpose of this discussion is to discover that although some answers are the same, there are no two people who have all the same answers. Students should discover that everyone is different, and that it would present many problems if people were all alike. Hopefully, they can become more tolerant of those who are different.

1. Tell me the name of a television program someone chose as a favorite.
2. How many other people chose the same one?
3. Ask for several other favorite programs and see if others agree.
4. Continue through the questionnaire. The number of questions you discuss will depend upon class participation and interest.
5. Did you notice that no two people had all the same answers?
6. Why do people choose different answers?
7. Imagine what the world would be like if everyone looked the same, and acted alike. What problems might this cause? List on the board.
8. If it is better that we are all different, why do some people criticize and laugh at others because they are different?
9. How do you feel when others put you down for not being like them?
10. How do you feel about people who go around laughing and putting down people that are not in their crowd?
11. Do you put down people who do not act or think like you do? Why?
12. Try to guess whose paper you have and return it to the owner.
13. How many people were able to guess correctly?
14. What clues led you to guess the right person?
15. If you did not guess, walk around and ask people questions from the paper and see if you can find the owner by the answers they give.

Assignment Sheet 3: Self-Portrait

Directions: How do you see yourself? What do others think of you? Make a collage that illustrates your self-image.

1. Using magazines and newspapers, find pictures, words, or other items that describe the following characteristics about yourself. (Select at least 5 from the following list.)
    a. Good things about yourself
    b. Weaknesses - things you need to improve
    c. What you like
    d. What you don't like
    e. What things are important to you - your values
    f. Your aims or purpose in life - your goals
    g. Your attitude - your feelings about things
    h. Your pet peeves - things that bother you
2. Glue the pictures that represent your personality in an interesting design on a piece of construction paper.
3. Label your self-portrait items.
4. Put your name on the back of the paper.
5. Your teacher may ask you to display your collages and let people try to guess the person by their descriptions.

EVALUATION

		Possible Points	Your Score
1.	Assignment completed	20	
2.	Thoughtful work	20	
3.	Neat work	20	
4.	Described at least 6 characteristics	30	
5.	Followed directions	10	
	Total Points	**100**	

This lesson was suggested by Frances Pitts, Junior High Home Economics Teacher at West Plains, Missouri.

Assignment Sheet 4: Rate Your Personality

People judge us by a quality we sometimes are not even aware of - our personality. Personality is a combination of the way we look, think, feel, and act.

Directions: To rate your personality, answer each question by checking yes, no, or sometimes. Your teacher will give you a score sheet after you finish.

	Yes	No	Sometimes
1. Are you always honest with your teachers, parents, and friends?			
2. Do you respect another person's opinion even if it is different from yours?			
3. Are you healthy and peppy?			
4. Can you accept disappointment without pouting and fussing about it?			
5. Do you try to avoid hurting someone's feelings even if you don't like that person?			
6. Do you respect other students' right to learn by behaving yourself in class?			
7. Are you a good citizen by following the school and classroom rules?			
8. Do you enjoy doing things that make other people happy?			
9. Do you willingly help when you are asked to do so?			
10. Do you do your share of the work at home and school without being asked?			
11. If you tell someone you will do something, can you be depended upon to do it?			
12. If you don't like someone, do you try to get to know that person better?			
13. Do you keep promises and secrets others tell you?			
14. Do you dress properly for each occasion?			

Assignment Sheet 4 (cont'd)

		Yes	No	Sometimes
15.	Do you have good posture? (This includes sitting up straight in class!)			
16.	Are you cheerful most of the time and basically a happy person?			
17.	Do you avoid bragging or talking about yourself all of the time?			
18.	Are you a good listener?			
19.	Are you always neat, clean, and well-groomed?			
20.	Do you keep your nails, hands, and hair clean at all times?			
21.	Do you keep your room, locker, and work neat and clean?			
22.	Do you have a sense of humor and can laugh at yourself?			
23.	Are you a good sport?			
24.	Do you get average to good marks in school?			
25.	Do you say "thank you" when someone does you a favor?			
26.	Do you give credit and praise to others when they deserve it?			
27.	Do you respect the rights and property of others?			
28.	Are you friendly to everyone of all ages?			
29.	When you meet someone, do you speak first?			
30.	Do you eat quietly and use good table manners?			
31.	Do you avoid loud, boisterous laughter?			
32.	Are you considerate of family members?			
33.	Do you use good telephone etiquette?			
34.	Do you use offensive language?			

Assignment Sheet 4 (cont'd)

		Yes	No	Sometimes
35.	Are you jealous of others who accomplish something?			
36.	Do you always want to be the center of attention?			
37.	Are you often critical of others?			
38.	Do you put other people down by laughing at their mistakes?			
39.	Do you blame other people when you make a mistake?			
40.	If you don't like someone, do you let them know it?			
41.	Do you ever talk back to your teachers or parents?			
42.	Do you try to "butter up" people to get what you want?			
43.	Do you talk about other people behind their backs?			
44.	Do you ever try to get attention by being disruptive in class?			
45.	Do you often lose your temper?			
46.	Do you often insist on having your own way?			
47.	Do you refuse to admit you are wrong or apologize for your mistakes?			

Assignment Sheet 4 (cont'd)

"RATE YOUR PERSONALITY" SCORE SHEET

Directions: After you have rated yourself, find question number 33. Draw a line across your paper between questions numbered 33 and 34.

Step 1: Give yourself 2 points for each "Yes" answer for questions 1 to 33.

Step 2: Give yourself 2 points for every "No" answer for questions 34 to 45.

Step 3: Give yourself 1 point for every "Sometimes" answer.

Step 4: Add points from steps 1, 2, and 3.

80-94 points	**Excellent.** You would be nice to know!
70-79 points	**Good.** You are ok, but you have room for improvement.
60-69 points	**Fair.** You have some problems. Time to try to improve yourself.
59 and below	**Poor.** You are probably wondering why people are always picking on you or why you don't have many friends. It's never too late to try to do better!

After you score yourself, circle all the questions on which you scored "0" and the ones marked "sometimes."

Read them again.

The questions you circled may help you see your shortcomings.

Make a list of things about yourself you need to improve. If you try to improve yourself, you are on the way to becoming a more likable person! Good luck, you can do it!

EVALUATION

	Possible Points	Your Score
1. Thoughtfully completed work	30	
2. Carefully added score according to teacher's directions	20	
Total Points	**50**	

Assignment Sheet 5: Turn On To Friends: They Brighten Our Days

Directions: Think hard and list as many answers as you can in the three categories given on this page.

My friends light me up which turns me on by:

1.
2.
3.
4.
5.
6.
7.
8.

Friends are turned off by:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Assignment Sheet 5 (cont'd)

EVALUATION			
		Possible Points	**Your Score**
1.	Listed at least six answers in each category	60	
2.	Thoughtful answers	30	
	Total Points	**90**	

NAME ____________________

HOUR ____________________

Assignment Sheet 6: Let's Write an Advice Column

Directions: Practice your knowledge of social skills by pretending you are a newspaper writer. Your assignment is to write good advice to people who need help. Below are five letters you received in the mail today. Can you help these people? After you finish, your teacher may wish to discuss the lesson. (Your teacher may also ask you to work in groups to write your answers.)

Dear Bright Kids:

I have a friend that is nice to me until the popular kids come around us and then I get treated like I'm invisible. I also heard from someone that my friend had said some mean things about me. Why does my friend act nice around me when we are alone and ignore me when other people are around? What should I do?

Sincerely,

"Feelings Hurt"

Dear Bright Kids:

There are a couple of people around school that always seem to have friends wherever they go. I wish I could be that way. It bothers me when people don't speak to me, or when they tease me. I try to be cool and act like I don't care, but sometimes I cry when I get home. What can I do about the way I look or act so that I can have lots of friends, too?

Sincerely,

"Wishing"

Dear Bright Kids:

I am moving to a new school. I want to know some things I can do to help me make new friends. Please answer quick. I am plenty worried. We're moving next week.

Sincerely,

"Scared to Move"

Dear Bright Kids:

A new boy came to our school and my friends and and I invited him to eat lunch with us. He said, "Thanks, but not today." Later we saw him eating alone. Why do you think he did that? Should we ask him to eat with us again?

Sincerely,

"Just Trying to be Nice"

Dear Bright Kids:

I have invited my good friend to stay over next Friday night. We have had a lot of fun discussing all the neat things we would do that night. Today some kids asked me to their party Friday night. I am so excited, because I have been wanting to get in with that bunch for a long time. What should I do? I really don't want to hurt my friend.

Sincerely,

"In a Pickle"

P.S. My friend was not invited to the party.

Assignment Sheet 6 (cont'd)

EVALUATION

		Possible Points	Your Score
1.	Work neatly done	10	
2.	Thoughtful answers	30	
3.	Participated in discussion	30	
4.	Completed assignment	10	
	Total Points	**80**	

Assignment Sheet 7: Use Your Imagination!

Directions: Read the paragraphs and answer the questions that follow.

Situation 1: **Imagine how you would feel if** your alarm clock did not go off and you woke up later than usual. You look in the mirror and remember that you were going to wash your hair. Since you got up late, you don't have time, so you have to go to school with greasy-looking hair. When you try to comb it, you can't get it to look right. You also notice you are getting a zit on your chin. You go to the closet, and discover that the only pair of jeans you have are old ones that fit a little snug and are too short. You have to wear them anyway. All your shirts are in the laundry, except the one you don't like. You have to wear it anyway. Your only clean pair of socks don't match your outfit very well. When you start to tie your shoe, the shoestring breaks and you have to tie a knot in it. When you put on your jacket, the zipper starts to rip out and as you are running out the door you tear a hole in your jacket. Here you are - on your way to school - your hair looks greasy and awful, your pants don't fit and you hate your shirt. You have a knot in your shoestring, your socks don't match your outfit and your jacket is torn. How do your feel? (No, you can't go back to bed!)

Do you think you will have a good day at school?

How will you feel if someone asks you how you like their new outfit? (They look great!)

Situation 2: **Imagine how you would feel if** you get out of bed and after a shower and shampoo you look in the mirror and your hair looks especially good today. It is combed and styled just the way you like it. Your complexion looks clear, too. You put on your favorite jeans and the new sweater you got for your birthday. You choose socks that match your sweater. As you put on your jacket, you notice that the color of your jacket and the sweater blend very well. Your jacket looks good because it was laundered last night and is clean and neat looking this morning. How do you feel?

Do you think you will have a good day at school?

How does the way you look affect the way you feel?

Situation 3: **Imagine that** one day two new students came to your classroom. One was dirty-looking, smelled bad, and wore wrinkled, torn clothing. He stood around trying to look tough and cool. You tried smiling at him, but he did not return your smile.

The other student looked clean and neat. His clothes were not expensive-looking or the latest style but they were neat, clean, and matched. You smiled at him and he smiled back and said "Hi!"

Which student do you think you would like to get to know? Why?

Does the way people look affect how others feel toward them?

Situation 4: Think of some people in your school that most people like. (Do not give names.) Do these people always look neat and clean? Do they allow their jackets to get very dirty and often have stringy hair and dirty hands and nails?

Do you think these people would be as well-liked if they smelled bad and wore dirty clothing?

How does the way people look affect how others feel about them?

Situation 5: Suppose you went to your favorite restaurant and the person who was waiting on you had dirty fingernails, stringy hair and was wearing a dirty shirt. How would you feel about eating the food they served you?

Does the way you look affect how others feel about you?

Situation 6: Suppose you went to the doctor or dentist and they did not look clean?

Does the way you look affect how others feel about you?

Think of other examples of how important it is for people to be neat and clean.

If it is so important, why are some people so careless about their appearance?

Do you enjoy sitting next to someone who smells bad?

What causes people to smell bad?

Do you think people always know they are offensive to others because of their body odor?

What can you do to make sure you don't smell bad?

Most people hate to tell others they smell bad. They just try to keep away from them. Sometimes people may wonder why others avoid them. Could body odor be one reason?

Assignment Sheet 7 (cont'd)

EVALUATION			
		Possible Points	**Your Score**
1.	Completed assignment	20	
2.	Thoughtful answers	40	
3.	Neat work	20	
	Total Points	**80**	

Assignment Sheet 8: Do I Look My Best Every Day?

Directions: Read the questions and check your answer in the appropriate column on the right. Be honest with yourself. This chart will tell you what you can do to improve your appearance.

	Yes	No	Sometimes
1. Do you take a bath or shower daily?			
2. Do you wash your face with soap and water twice a day?			
3. Do you brush your teeth at least twice a day?			
4. Do you change clothes every day from the inside out?			
5. Do you shampoo your hair as often as it needs it, rather than waiting until it looks dirty?			
6. Do you keep your hair and bangs (if you have bangs) neatly trimmed?			
7. Do you clean your fingernails daily?			
8. Do your hands look clean?			
9. In the winter, do you use cream on your hands and lips to prevent (or relieve) chapping?			
10. Do you try to match your clothing?			
11. Do you look at your jackets and outerwear to see if they are clean, and wash or dry clean them if they need it?			
12. Do you use deodorant or antiperspirant daily?			
13. When you are bathing, do you pay special attention to getting your ankles, neck, elbows and ears clean? (So you think that's funny, do you? Did you ever notice how many people are careless about these things? You just might be one of them, so don't laugh!)			

Assignment Sheet 8 (cont'd)

14.	Do you keep your nails filed or cut neatly and keep the cuticles pushed back?			
15.	Do you avoid biting your nails?			
16.	Do you keep your clothes mended? (No rips, tears, or missing buttons?)			
17.	Do you try to have good posture when sitting, standing, and walking?			
18.	Do you exercise daily?			
19.	Do you get enough sleep so that you don't feel tired?			
20.	Do you eat foods from each of the basic food groups daily?			
21.	Do you try to smile and have a pleasant look on your face? (Even though you may not feel like it?)			
22.	If you are bothered by acne, do you try to take special care of your skin?			
23.	If you wear braces on your teeth do you follow your orthodontist's rules about keeping them clean?			
24.	(Girls) If you wear nail polish, do you remove it or repaint it when it starts to chip?			
25.	(Girls) Do you avoid the unsightly habit of picking or scraping your nail polish off?			
26.	(Boys) Do you remove your hat when you go inside a building?			

How did you rate? If you answered "No" or "Sometimes" to any questions it means that you need to improve part of your appearance. You may not look your best if you cannot answer "Yes" to all of the questions. Start trying to improve by writing down all the things you have been neglecting. Check your list daily and try to remember to do these things.

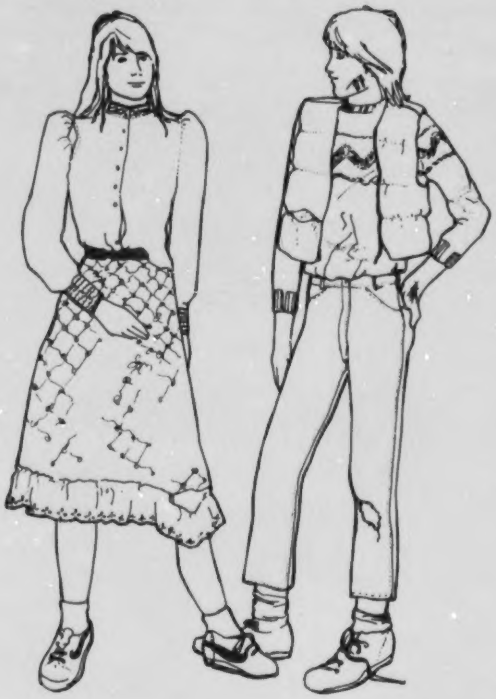
EVALUATION

		Possible Points	Your Score
1.	Thoughtfully filled out questions	50	
2.	Completed assignment	20	
3.	Listed needed improvements	30	
	Total Points	**100**	

Assignment Sheet 9: Dressin' Lesson

It is important to keep your clothes neat, clean, and in good repair. Your entire appearance should be polished if you wish to make a good impression on others.

Directions: Identify the grooming errors in this picture by placing a number by the error and explaining the error on the back of this paper. Please write complete sentences and keep your work neat. You should find at least 10 errors in the picture.



EVALUATION

		Possible Points	Your Score
1.	Lesson completed	20	
2.	Followed directions	20	
3.	Paper neatly done	20	
4.	Correct answers	40	
	Total Points	**100**	

PERSONAL MANAGEMENT

UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

Part 1

1. Environment - conditions that surround us and affect our growth, actions, and personality.
2. Heredity - the passing of characteristics from parents to their children
3. Personality - a combination of the way we look, think, feel, and act
4. Characteristics - traits that make a person different from others
5. Inherited characteristic - physical trait passed from parents to children
6. Acquired characteristic - trait that is learned or developed because of your environment.

Part 2

1. I
2. A
3. A
4. I
5. I
6. A
7. A
8. A
9. I
10. I
11. A
12. A
13. I
14. I
15. A
16. I, A
17. A
18. I, A
19. I
20. I

Part 3

2, 3, 6, 7, 8, 11, 12, 15, 16, 17, 18

Assignment Sheet 2

Answers will vary. Students should answer all questions.

Assignment Sheet 3

Answers will vary

Assignment Sheet 4

Answers will vary

Assignment Sheet 5

Answers will vary. Some possible responses are:

My friends light me up which turns me on by:
- listening to my problems
- talking to me
- doing things with me
- walking home from school with me
- being happy, thoughtful, generous, helpful, etc.

Friends are turned on by:
- someone who is happy, thoughtful, generous, helpful, etc.

Friends are turned off by:
- people who are rude, selfish, braggarts, who can't keep secrets, etc.

Assignment Sheet 6

Answers will vary. Students should respond thoughtfully to each letter and demonstrate that they have considered alternative solutions to each problem.

Assignment Sheet 7

Responses will vary

Assignment Sheet 8

Responses will vary

Assignment Sheet 9

Girl
1. Rip in sleeve
2. Button off
3. Shirttail out
4. Lace torn on skirt
5. Shoes wrong for outfit
6. Stringy hair, greasy
7. Hair needs trimming

Boy
1. Dirty face
2. Sleeves too short
3. Socks falling
4. Shoelace untied
5. Vest torn
6. Hole in jeans
7. Jeans too short
8. No belt
9. Hair needs trimming
10. Dirty sweater

NAME ____________________

HOUR ____________________

Job Sheet 1: Sticky Situations

Directions: Photocopy and cut out "situation" cards on the following pages. After three judges have been chosen, the rest of the class will divide into two teams. The first person on Team A draws a card and reads the "Sticky Situation" aloud. The person reading the card is the "you" character. The first person or persons on Team B plays the part of "the gang" or the "other" person. You have 2 minutes to dramatize the situation.

The judges then score the handling of the situation on a scale of 1-10. Ten is the highest score, five is average and one is poor. Do not judge the players' acting ability.

After each situation is played out, the situation is discussed and other alternatives, both good and bad, are mentioned.

Team B draws a card and the role playing continues, followed by a discussion period.

EVALUATION

		Possible Points	Your Score
1.	Participation in role playing	30	
2.	Participation in discussion	30	
3.	Appropriate behavior	30	
	Total Points	**90**	

Job Sheet 1 (cont'd)

Situation 1

You want to make friends in your new home town. The boy next door is in your class. You have many things in common and are becoming friends. Then you find that he steals money from his mother's purse, lies a lot, and acts up in class. You hear that you are getting a bad reputation because you are friendly with him. He asks you to go to the show with him.

Situation 2

Your aunt gives you a birthday present. She smiles as she hands you a brightly wrapped package. Eagerly you tear off the paper and open the lid. You find a sweater your aunt has spent two months hand knitting for you. When you hold it up, you realize you don't like it.

Situation 3

Several of your friends always have the latest clothes and are a bit snobbish about it. They put others down if they do not dress like they do. You are standing by your locker when they come up and start making fun of the girl with the locker next to yours. She is not in your gang, but you like her. She has told you her dad lost his job.

Situation 4

Your best friend has a dog she loves very much. Your brother just came to your room and told you he heard your friend's dog was hit by a car and killed. What should you do?

Situation 5

Your group of friends plans to go roller skating Friday night. You would rather stay at home because your Dad has said he will help you build a bird house. Some time ago, you promised to show some of your friends how to skate backward. They want you to teach them Friday night. What should you do?

Situation 6

Bill watched television last night instead of studying for the history exam. He has asked you to help him cheat on the test.

Situation 7

The cashier makes a mistake and gives you a five dollar bill instead of a one dollar bill. What do you do?

Situation 8

You see Marcy steal money from the teacher's desk drawer. Marcy knows you saw her. Marcy has a reputation for being tough and you are afraid of her. She asks if you are going to tell on her.

Situation 9

You have an overnight party. After your parents go to bed someone brings out a pack of cigarettes, lights one, and starts to pass it around. You know your parents would be very upset if they knew. What do you do?

Situation 10

Your good friend tells you he has been stealing from the store just for fun. He asks you to go with him to see how it is done. What do you do?

Situation 11	**Situation 12**
When you walk into the restroom, you find several classmates who have the reputation for being tough, taking a drink from a bottle. They are laughing and cutting up. They ask you if you'd like to have a drink. You think it is probably whiskey. What do you do?	Your parents are divorced. When you spend time with your dad he wants you to tell him things your mother is doing and when you are with your mother, she wants to know what your dad has been doing. Sometimes they tell you bad things about each other. What can you do? You love them both.

Job Sheet 2: Build Self-Confidence

To help you develop a more confident attitude about yourself, let's play a game!

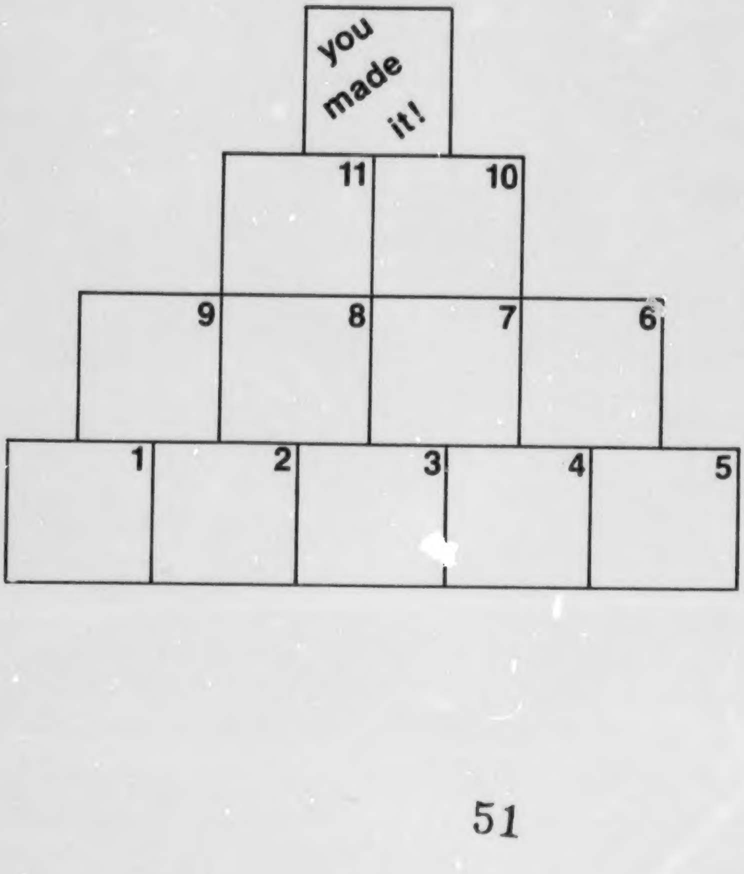
Directions: The object of the game is to reach the top of the pyramid first. To begin playing the class is divided into two teams. Each team will choose a secretary. The teacher will read the first question. The team has one minute to decide if the question is true or false and give the reason why they chose the answer. The first person in line is asked to give the reason for the answer. Both sides give their answers and reasons.

If the team gives a correct answer and a good reason, they advance two squares.

If the team gives a correct answer but a poor reason, they advance one square.

If the team gives the wrong answer, they do not advance.

Mark each team's chart.



EVALUATION			
		Possible Points	**Your Score**
1.	Active participation	30	
2.	Appropriate behavior	30	
	Total Points	**60**	

For Instructor Only

LEADER'S QUESTIONS FOR SELF-CONFIDENCE GAME

1. Even if a style is not right for you, you should wear it so you can be like everyone else. (False)

2. The people with the most friends always have a lot of self-confidence. (False)

3. If you and your best friend have a fight, you should take the blame, even if it is not your fault, so you can be friends again. (False)

4. When you say "Hi" or "Good Morning," you tell others how you feel about yourself. (True)

5. Exercising and feeling good about your body can change your self-image. (True)

6. The way to gain friends and be popular is to agree with everyone. (False)

7. People who speak well and look polished will appear self-confident, even if they don't feel confident on the inside. (True)

8. Sincerely complimenting others is a good way to help them build their self-confidence. (True)

9. If your friends criticize a certain personality trait you have, pay no attention to them. (False)

10. Even if you feel you received an unfair grade, you should not speak up. (False)

11. If your friends make fun of someone you like, you should go along with them so they won't make fun of you. (False)

12. Your school is having a "spirit day" and everyone is supposed to wear clothing in the school colors. You should not participate unless your best friend does. (False)

13. During class discussion, you should raise your hand when you think you know the answer, but are not quite sure. (True)

14. A store is selling a new style of clothing that you like and it looks terrific on you, but nobody else is wearing it yet. You should wait until someone else wears it first. (False)

15. One of the boys in your gang got his father's car keys and wants to take you and the gang for a ride even though he does not have a driver's license yet. You should tell them you won't go even though they may call you a chicken. (True)

16. You were asked to represent your class in a public-speaking contest. You are nervous. You should try anyway. (True)

17. A salesperson spends hours helping you try on new clothes but nothing looks good. You should buy something anyway because so much time was spent with you. (False)

18. You are eating out in a fancy restaurant. The food is great, but the service was terrible. You should tip anyway. (False)

19. Everyone's buying new outfits for the school dance, but you can't afford it. You should pretend you are sick so you won't have to wear an old outfit. (False)

20. You love to play baseball, but you know there are many classmates who are better than you. You should try out for the team anyway. (True)

21. You would like to run for class president, but you are afraid you will lose so you should not try. (False)

22. Your teacher asks you to take a part in the play. You are afraid someone will laugh at you, so you should refuse. (False)

Job Sheet 3: Sewing on a Button

Materials Needed:

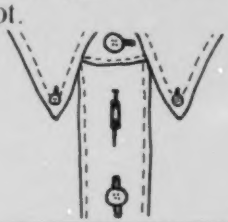
1. A garment that needs a button, or a cloth square on which you will sew your button
2. A 2-hole or 4-hole button that matches the garment
3. Thread to match the button or material
4. Needle
5. Pin
6. Scissors

Procedure

Directions: A well-groomed person does not wear clothing with the buttons missing. Learn to sew on your own buttons. You'll be proud to say, "I did it myself!" Use the following steps.

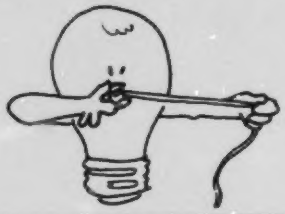
1.

Locate the place you need to sew on the button by finding the holes left in the garment when the button came off or by buttoning the garment and putting a straight pin in the right spot.



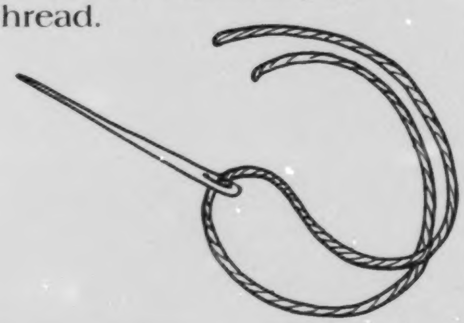
2.

Choose thread that matches your button. Unwind a piece of thread that is as long as the length from the tip of your nose to the tip of your finger when your arm is stretched out.



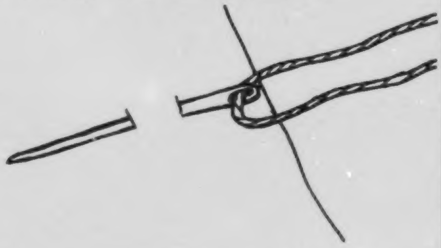
3.

Thread your needle and make the ends of the thread meet. Do not tie a knot in your thread.



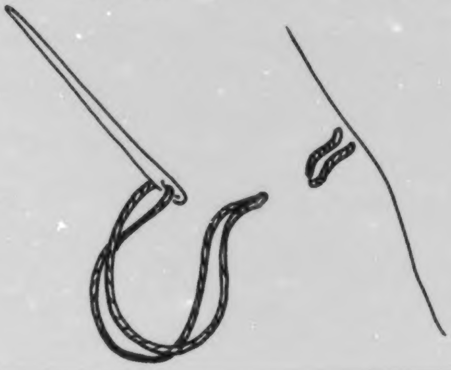
4.

Take a stitch in your material in the spot you marked. The stitch should be the same length as the space between the holes in your button.

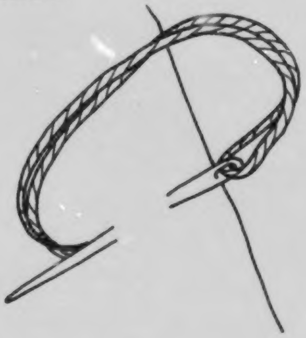


Job Sheet 3 (cont'd)

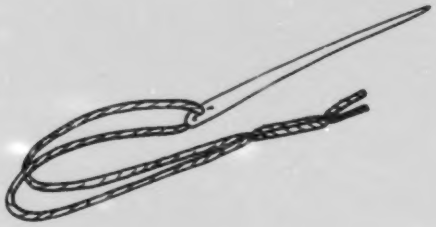
5.
Pull the thread almost through the material.



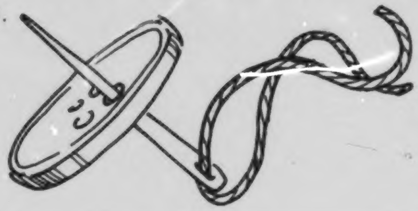
6.
Take another stitch in the same place.



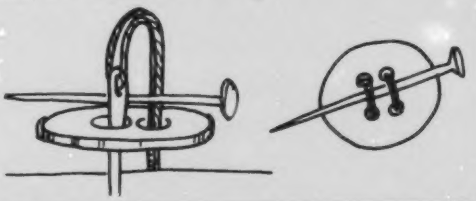
7.
Pull the thread through.



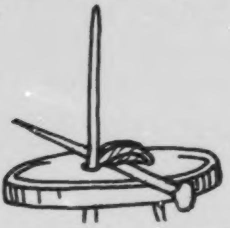
8.
Look at your button. The top of the button sometimes has a rim around the edge so the holes are lower than the edge. Put the needle through the button from underneath to the top.



9.
Lay your button on the material so that it covers the first stitches you made. Put your needle back through the other hole. Put the pin through the loop before you pull the thread all the way.

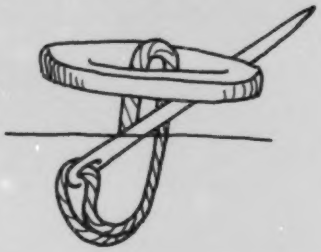


10.
Sew back and forth several times IN THE SAME SPOT. (If you have a 4-hole button you will then change to the other side of your button and sew up and down several times.

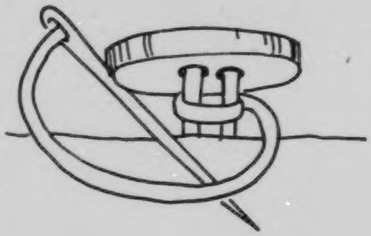


Job Sheet 3 (cont'd)

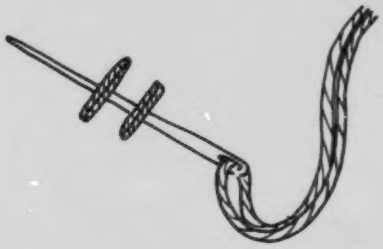
11. Bring the needle through the material on the underneath side of the button but NOT through the hole in the button. Remove the pin.



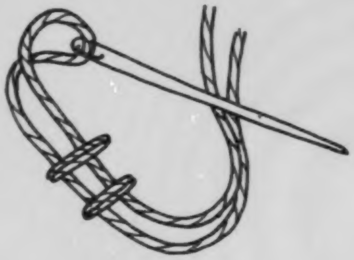
12. Wind the thread around under the button several times to form a thread shank and take the needle to the underneath side of the fabric.



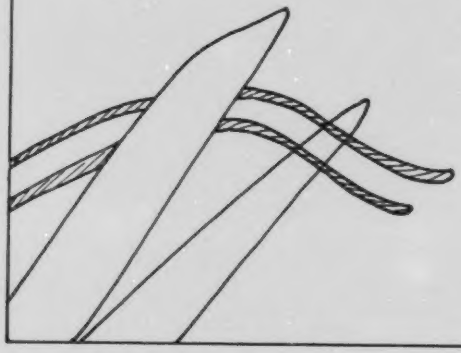
13. On the underside of the button, take two or three stitches under the thread.



14. Tie off thread by bringing the needle through the loops of the thread.



15. Cut your thread close to the fabric.



EVALUATION			
		Possible Points	**Your Score**
1.	Button sewn correctly	30	
2.	Button looks neat	30	
3.	Cleaned up afterward	10	
4.	Finished lesson	10	
	Total Points	**80**	

PERSONAL MANAGEMENT

UNIT I

TEST

Directions: Mark X for true and 0 for false statements.

____ 1. The way you look and act tells other people a lot about what kind of person you are.

____ 2. You should apologize when you have made a mistake or are wrong about something.

____ 3. Choose a friend who brings out your best qualities.

____ 4. The "popular crowd" always makes the right decision about what is right and wrong.

____ 5. It is usually best to do whatever the rest of the crowd wants to do.

____ 6. You are not a weird person if you like to be alone.

____ 7. A true friend will congratulate you when you receive an honor.

____ 8. Sometimes all friends are not true friends.

____ 9. It is always easy to tell what is right and what is wrong in every situation.

____ 10. The world would be a better place to live if everyone thought and acted like you do.

____ 11. Left handedness is an inherited characteristic and a child should never be forced to be right-handed.

____ 12. People are turned off by friends who always want their own way.

____ 13. People are turned off by someone who is happy and friendly.

____ 14. Most people enjoy nonstop talkers.

____ 15. When you make a mistake, it is usually because someone else caused you to do it.

____ 16. It is best to wait until you are told to do something before you help at home.

____ 17. Sometimes people do not want to admit they have shortcomings.

____ 18. When you say you will do something, it is best to keep your word.

____ 19. A good time to have friends over is when your parents are not at home, so the noise won't bother them.

____ 20. It is not always easy to take a stand for what you believe is right, but if you do, you'll like yourself better.

____ 21. It is best to change your clothing at least every other day.

____ 22. If many people complain because you are always late, you should listen because it may be something you need to improve about yourself.

____ 23. People with the most friends always have the most self-confidence.

____ 24. If you feel you received an unfair grade, you should not take chances on making the teacher mad by saying something about it.

____ 25. If you want to make a good impression, you should be well-groomed and friendly.

PERSONAL MANAGEMENT

UNIT I

ANSWERS TO TEST

1. True
2. True
3. True
4. False
5. False
6. True
7. True
8. True
9. False
10. False
11. True
12. True
13. False
14. False
15. False
16. False
17. True
18. True
19. False
20. True
21. False
22. True
23. False
24. False
25. True

RESOURCE MANAGEMENT
UNIT II

UNIT OBJECTIVE

Upon completion of this unit the learner will demonstrate a knowledge of beginning consumer skills and related decision making.

This knowledge will be evidenced by scoring 85% correct on the unit test, and the various job and assignment sheets throughout the unit.

SPECIFIC OBJECTIVES*

* Objectives have not been designated as to 9, 12, or 18 weeks because all are of equal importance. It will be left to the discretion of the instructor to decide the length of time and material to be covered in this unit.

1. Recall terminology related to resource management.

2. Recognize reasons for good money management.

3. Identify the monthly expenses of most families.

4. Identify terms used when preparing a simple spending plan and practice making a simple spending plan.

5.1. List and define two kinds of advertising.

5.2 Analyze advertisements.

6. Recognize information in advertising as to whether it is tricky or trustworthy.

7.1. Recognize the difference between money orders and personal checks.

7.2. Recognize good and poor risk mail order ads.

8. Recognize hidden costs.

9.1. List 6 parts that could be included in a letter of complaint.

9.2. Formulate a letter of complaint.

10.1. Identify factors you should consider when making consumer choices.

10.2. Recognize factors you must consider when making consumer choices.

11.1. List steps to perform when comparison shopping.

11.2. List steps to follow when comparison shopping.

RESOURCE MANAGEMENT
UNIT II

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide students with unit objectives.
- B. Provide students with information sheets and assignment sheets.
- C. Discuss unit and specific objectives.
- D. Provide resources for the completion of unit activities.
- E. Discuss assignments to be completed by students.
- F. Evaluate student assignment sheets and unit test.

II. Student

- A. Read objectives.
- B. Read information sheets and assignment sheets.
- C. Discuss assignments to be completed with the instructor and other students.
- D. Complete the assignment sheets.
- E. Take unit test.

INSTRUCTIONAL MATERIALS

I. Included in this unit

- A. Objective sheet
- B. Information sheets
- C. Handout 1: How to Buy Jeans
- D. Assignment sheets
    1. AS 1: The Quarter Gobblers
    2. AS 2: Let's Make a Deal
    3. AS 3: The Spending Plan

4. AS 4: Ads, Ads, and More Ads

5. AS 5: The Diamond Necklace

6. AS 6: Sending a Mail Order

7. AS 7: Find the Hidden Costs

8. AS 8: Cheated?

9. AS 9: A Letter of Complaint

10. AS 10: "Tough Choices"

11. AS 11: Are You a "Jeans Genie"?

12. AS 12: Compare and Choose the Best Buy

13. AS 13: Fun with Words - Part 1: Fill in the Blanks
Fun with Words - Part 2: Shopping Bag Word Search

E. Answers to assignment sheets

F. Unit test

G. Answers to unit test

II. References

A. If you wish to plan additional lessons:

Delilah Rhoden, Cherokee Junior High, Springfield, Missouri suggests a workbook called "Consumer Education" published by Montgomery Ward and Co. She specifically likes the lesson on "Shopping from the Catalog."

For further information write:

Montgomery Ward and Co.
Consumer Information Service Dept.
One Montgomery Plaza
Chicago, IL 60671

B. Penny Power magazine
Consumer's Union
Box 1949
Marion, OH 43305

C. Filmstrip Series - The Young Spenders, by Madonna Cord Matheson, 1980, To Sew, Inc., Box 947, Malibu, California 90265

1. MONEY - A BRIEF HISTORY
2. YOUR MONEY TREE
3. HOW MONEY GROWS AND GOES
4. BE A BETTER BUYER

Filmstrips include Teachers' Guides and Handout Masters

NOTES TO THE INSTRUCTOR

1. Assignment Sheet 13 can be used as an activity to conclude the unit. It both summarizes and serves as a review of the material presented. It could also be used as a pre-test or unit test over terminology related to resource management.

2. When studying advertisements, the following exercise could be used as a research project or extra credit assignment. Most students will be surprised at the expense of advertising.

   If there is a newspaper in your town, find out how much a full-page advertisement costs. Also research the cost of a half-page ad and a two-page ad. What size is the smallest ad? How much does it cost?

   Students could also do a cost comparison of ads in a big city paper, a small town paper, a shopper, and a magazine.

RESOURCE MANAGEMENT
UNIT II

INFORMATION SHEET

I. Terminology related to resource management:

   A. **Bargain** - buying an item at a price lower than regular price.

   B. **Bills** - statements of expenditures that must be paid.

   C. **Checking account** - money in a bank that can be withdrawn by writing a check.

   D. **Complaint** - expression of dislike or disapproval of an item or service.

   E. **Emotional advertisement** - one that tries to get you to buy something to satisfy a need to be popular, healthy, good looking or to save money or make you hungry.

   F. **Essential** - something you must have.

   G. **Factual advertisement** - one that tells all the good things about the product.

   H. **Hidden costs** - costs which you may not think about but which add to the price of an item such as gasoline for shopping.

   I. **Income** - a paycheck or other means of receiving money.

   J. **Money order** - for a fee, you pay the post office, bank, or some supermarkets the amount of money you wish to pay out. In return, you are given a form similar to a check to use as payment.

   K. **Refund** - to get your money back from an unsatisfactory purchase.

   L. **Spending plan** - helps to decide how you are going to spend your money.

II. Good money management is necessary because:

   A. Certain bills must be paid.

   B. You need to get the most for your money.

   C. Dishonest people may try to cheat you.

III. Monthly expenses for most families are:

   A. Food

B. Housing

C. Car or transportation expenses

D. Heating/cooling

E. Doctor/dentist

F. Insurance (many kinds)

G. Clothing

H. School expenses

I. Entertainment

J. Utilities/phone/pay TV

K. Credit payments

L. Personal expenses

M. Household operations and maintenance

N. Other - pets, vacation, savings, church, hobbies, gifts, and holiday expenses

IV. A simple spending plan (budget) (AS 1, 2, and 3)

A. Allowance (income) - amount of money available to spend

B. Essential items - things you need to have to perform your daily activities, i.e., food, clothing, school supplies

C. Nonessential items - things you want for your own pleasure but are not essential, i.e., snacks, entertainment

V. Advertising (AS 4)

A. Definition - using the media (TV, radio, magazines, newspapers) to sell a product or service

B. Kinds

1. Factual - tells you all the good things about the product.

2. Emotional - appeals to your basic desire to: eat, be popular, be healthy, save money, be good-looking.

VI. Trustworthy vs. tricky mail order advertising (AS 5)

A. Reasonable price

B. Product shown clearly; size not misleading

C. Guarantee spelled out

D. Reasonable supply and length of time to order given for product

E. Reputable company

F. Sufficient information given

G. Tells delivery date

H. Information factual; not overly descriptive

VII. Methods of paying mail orders (AS 6)

A. Money order

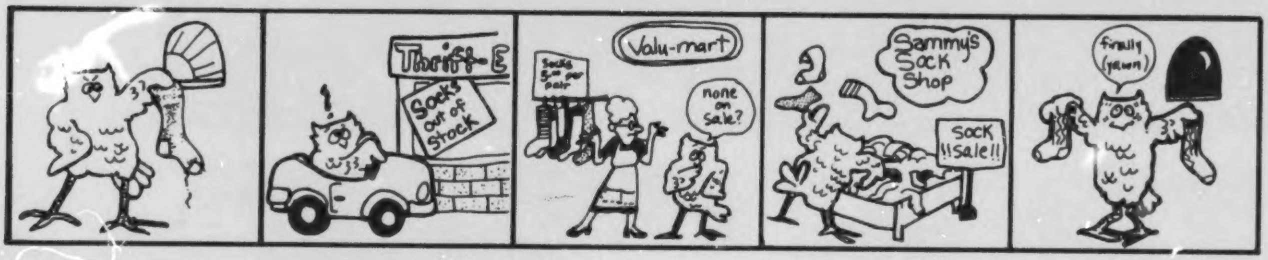
1. Is sold at bank, post office, some supermarkets.
2. Costs the amount of the order plus a small fee.
3. Is a safe way to send payment through the mail if you have no checking account.
4. Can be purchased by anyone.
5. Provides receipt as proof of purchase.

B. Personal check

1. May be written by someone who has a checking account.
2. Provides cancelled check as a receipt.
3. Is a safe way to send payment through the mail.

VIII. Hidden costs (AS 7 and 8)

A. Definition - costs that add to the price of an article that we often do not consider.


Thrift-E
Socks out of stock
Valu-mart
Socks 5.00 per pair
none on sale?
Sammy's Sock Shop
Sock !!Sale!!
finally (yawn)

B. Examples

1. Gasoline to go to the store
2. Stamps, envelopes, price of checks or money order
3. Time - sometimes more valuable than money

IX. Letters of complaint

A. Should be written if dissatisfied.

B. Should be firm but courteous.

C. Can follow a form. (Refer to AS 9)

1. Your address. Don't expect a reply if you don't include this.

2. Date
3. Company's address
4. Greeting
5. Description of the product
6. Purchase information
7. Your complaint
8. What you did with the product, IN CASE THEY WANT IT BACK.
9. Your action
10. Tell them what they can do to satisfy you.
11. Let them know you expect a prompt answer. They should answer within a month.
12. Sign the letter but print your name under the signature.

(NOTE: Make a copy and keep it in case you need to write again.)

X. When making consumer choices, you should consider: (AS 10)

A. Amount of money you can spend

B. Upkeep of the article

C. Amount of time you can spend shopping

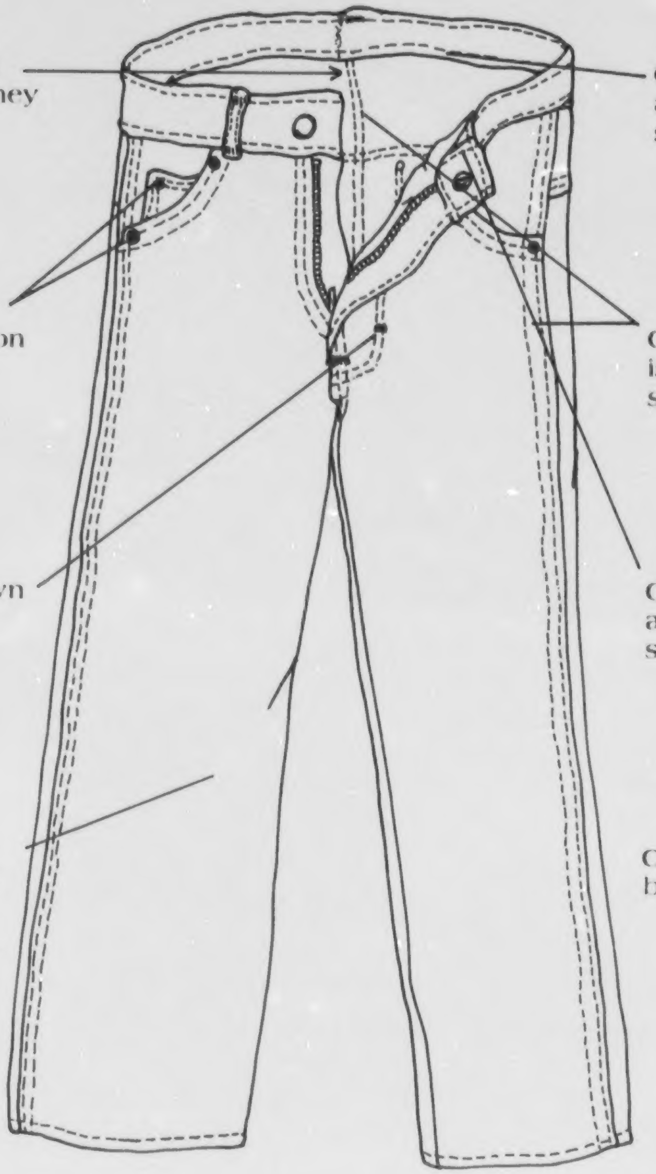
- D. Travel expenses to and from stores
- E. Services offered (doctor, dentist, mechanic, etc.)
- F. Emotional pressures
- G. Workability or wearability of second hand articles

XI. When comparison shopping: (AS 11 and 12, HO 1)

- A. Consider needs.
- B. Gather information.
- C. Consider alternatives.
- D. Make choice.

Handout 1: How to Buy Jeans

✓ these clues to find the best buy.



CLUE #1 - Inside edges are stitched down so they won't fray

CLUE #2 - Metal rivets on pocket edges

CLUE #3 - Zipper is sewn down at the bottom

CLUE #4 - Material is **heavy weight** cotton or has a blend of cotton and polyester or nylon

CLUE #5 - Waistband has at least one row of stitching along the bottom

CLUE #6 - Double stitching is on the side and back seams

CLUE #7 - Waistband ends are turned back and stitched down.

CLUE #8 - Style should not be too extreme

FITTING FACTS:

1) Hem should be about 2" longer than you need it

2) Jeans should fit slightly looser than you want them, to allow for shrinkage.

Assignment Sheet 1: The Quarter Gobblers

Directions: Read the story and answer the thought questions at the end.

J. J. reached into his pocket and took out his last quarter. He put it in the video game and began to play.

J. J. knew he spent a lot of money on video games, but he really loved to play. He also enjoyed meeting his friends at "Cellar Games" after school. J. J.'s mother didn't mind. She knew most of the crowd were kids from the middle school and the manager was one of her friends. Her only objection was that he spent much of his weekly allowance on the games and refreshments and he often had to ask for more money before the week was over. In fact, she called the machines "those crazy quarter gobblers."

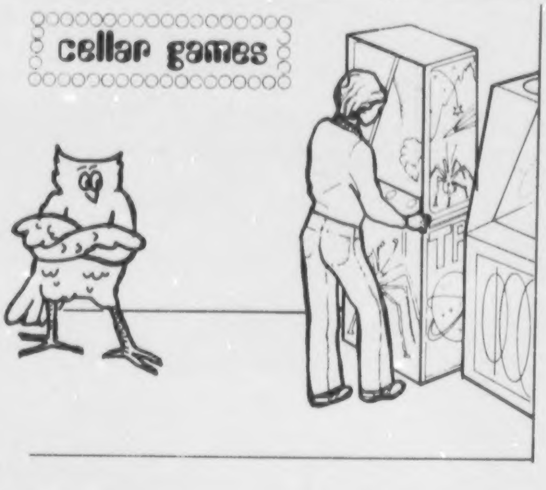
Just as he finished the game, his friend, Rusty called to him. "Hey J. J., want to go skating tonight with Erik and me? My dad will drive us." J. J. started to say he would, but then he remembered he had no more money. "I don't know yet, Rusty. I'll have to ask Mom. I'll call you when I find out."

He shoved his hands in his pockets and with his head down, slowly began walking home. His pockets felt empty and he felt very glum. "I'm always broke," he thought. "Last week when I ran out of money, Mom couldn't give me extra. She may not be able to this week either. Rusty and Erik always have plenty to spend. Maybe I would too, if my folks hadn't gotten a divorce."

J. J.'s parents had separated last year. They had argued a lot and finally they decided it would be best if they weren't married any longer. J. J.'s dad sent them some money and his mom had gone back to work. Her job in the discount store did not pay a lot, even though she was a department manager. Often J. J. had to wait for the things he needed until his dad's check came. "I hope Dad's check came today," he thought, "then maybe Mom can give me the money to go skating tonight." The thought made him feel better. "This is the last Friday of the month, and the check usually comes on Friday or Saturday." He felt so much better that he began to jog the last three blocks home.

Study J. J.'s Spending Plan. It shows how much money J. J. spent this week.

1. Do you think it is J. J.'s parents' fault he has run out of money? Give your reasons.



Assignment Sheet 1 (cont'd)

2. Add all the expenditures each day and total them. How much money did J. J. receive per week?

3. Circle all essential expenses. How much money did he spend on non-essential things?

4. He needed at least $3.00 to go skating. How could he have managed his money so he could have gone skating without asking for more money?

5. Why is it important that a family save some of their paycheck?

6. Do you think J. J. should save part of his allowance?

7. J. J.'s mother expected him to buy his school supplies and lunches with his allowance. He was also supposed to use it for his expenses for entertainment and refreshments. Do you think she was being reasonable? Give your reasons.

EVALUATION

		Possible Points	Your Score
1.	Thoughtful answers	40	
2.	Work neatly done	20	
3.	Active participation in discussion	40	
	Total Points	100	

J.J.'s Weekly Expenses

Monday

School lunch	1.25
Candy Bar	.30
Soda pop	.50
Video Games	1.00
Pay Erik back	1.00

Tuesday

School lunch	1.00
Corn Chips	.25
Soda pop	.50
Notebook	1.50

Wednesday

(Brought lunch)*

Carton of milk	.25
Ice Cream Cone	1.00
Video Games	1.25
phone call	.25

Thursday

(Brought lunch)*

Carton of milk	.25
phone call	.25
Video Games	.75

Friday

lunch	1.15
Soda pop	.50
pencil	.25
Art Project	.50
Video Games	1.25

*Please note J. J. always ate lunch

Resource Management
Unit II

NAME ____________________

HOUR ____________________

Assignment Sheet 2: Let's Make A Deal

Directions: Read the story and answer the thought questions.

"Mom," J. J. called as he opened the door. "Did Dad's check come today?" "Yes, J. J., it did. Why are you asking? Do you need more money again?" Mrs. Alexander asked. "Well, yes, Mom," he replied, "but how did you know?" "Because you have been asking for more money almost every week, that's how! J. J., this has got to stop. Don't you realize I have bills to pay? I know you love to play those video games at the arcade, but you are spending too much money on them." Her voice began to get higher and louder.

"I'm really sorry, Mom," J. J. said, hoping to calm her down a little. "I'm not sure what happens to my money." "I can understand that," replied Mrs. Alexander, "and I know how important it is for you to be with your friends, but please understand that I have money problems, too."

J. J. knew his mother had to be very careful how she spent her money. "Now, what did you need extra money for this time?" his mother asked. "Rusty and Erik want me to go skating tonight. Mr. Adams will drive us," J. J. said hopefully. His mother looked thoughtful for a few minutes, then finally said, "Tell you what, J. J., let's make a deal. I'll give you money to go skating tonight, but tomorrow we'll sit down together and try to figure out a better way to handle your money."

"Okay, Mom, that's a deal," J. J. said. "And thanks." He picked up the telephone and began to dial Rusty's number.

Of course all families do not have the same income. However, all families have certain bills that must be paid. List some monthly bills nearly ALL families have to pay.

What happens if your family cannot pay the housing bill?

Look at the other items on your list. What would happen if your family could not pay these bills?

Assignment Sheet 2 (cont'd)

Does your family have a spending plan? Yes ____ No ____ Don't know ____

(NEVER talk about how much money your parents make, or other private family matters.)

Do you have a spending plan for your money? Yes ____ No ____

EVALUATION

		Possible Points	Your Score
1.	Thoughtful answers	40	
2.	Written work neatly done	20	
3.	Active participation in discussion	40	
	Total Points	**100**	

NAME ____________________

Resource Management
Unit II

HOUR ____________________

Assignment Sheet 3: The Spending Plan

Directions: Read the story carefully. You will also need to refer to J. J.'s Weekly Expenses, AS 1. Both have many clues about how to help J. J. with his spending plan. Your teacher may ask you to work in groups. After you have helped J. J. by filling in the spending plan on the next page, you may be asked to share your ideas with other students.

The next morning when J. J. came into the kitchen, Mrs. Alexander looked up. "Good morning, J. J., did you have fun last night?"

"Sure did, Mom, thanks for giving me the extra money," replied J. J. "I haven't forgotten our deal either. As a matter of fact, I have written down as much as I could remember about how I spent my allowance last week. It will give us something to go by."

"Good for you!" said his mother. "Your list will tell us what items to include in your plan."

"J. J.," she began, "every payday I write down all the bills that have to be paid. I allow a certain amount for groceries and put some in our savings account. We include some money for entertainment and some for various things we may need that I don't know about right then. I call them "miscellaneous expenditures," she explained. "I add these figures together and see if the amount is the same amount as our income. Then after I decide the amount for each item we try not to spend more than the plan says we can spend," his mother continued. "This is why the checkbook may say I have plenty of money in the bank, and I tell you we can't afford something. The money left in the account may have to pay the gasoline bill or something else we must have. If I did not have a spending plan every month, I'm afraid we would run out of money."

"I get it," said J. J. "I decide how much I can spend at the arcade and when I've spent that much, I quit," he said.

"You have the right idea, Son," his mother replied. They got some paper and pencils and began to talk about things J. J. needed.

"What are the most essential things you must spend money for?" asked his mother.

"What's essential?" asked J. J.

"Essential means something you must have," answered Mrs. Alexander.

"Lunch and school supplies," replied J. J. thoughtfully as he wrote them down.

"Now write down the things you should include, besides entertainment and refreshments," his mother continued.

J. J. wrote them down.

"Last you write down the things you want but are for your own pleasure and are not essential. Don't forget that you need some money for the weekend." Once again J. J. listed the items.

"Now, let's write in how much you will spend on each item." she said. J. J. thought very hard. Perhaps he didn't need to drink all those colas. He could snack at home. Then he had another idea. "Maybe I could take my lunch three days a week instead of two," he suggested. At last the spending plan was finished. Suddenly he had another idea about how he could save some money. J. J. was thinking about how his dad often said something about "money burning a hole in his pocket." Perhaps he was right. If he had it with him he might spend it. He would just carry the amount he needed.

His mother smiled. "That looks good, J. J. Let's see how it works this week. If it isn't quite right, we can always change it. Here's your allowance, Son. Good luck!"

J. J.'s Spending Plan

Allowance	**$15.00**
Essentials	
Non-Essentials	
Total	**$15.00**

EVALUATION

		Possible Points	Your Score
1.	Thoughtful answers	40	
2.	Written work neatly done	20	
3.	Active participation in discussion	40	
	Total Points	**100**	

NAME ____________________

HOUR ____________________

Assignment Sheet 4: Ads, Ads, and More Ads

I wonder if this stuff really works ??
macho

Directions: Read the information and then follow the instructions.

1. Some companies use music to sell their product. Can you think of any familiar tunes used in advertisements?

	Song:	Product:
a.		
b.		
c.		

2. Other companies sell their product by using a catchy slogan. Name some.

	Slogan:	Product:
a.		
b.		
c.		

These companies want you to remember their ads because people often choose the products they have heard or read about most often.

3. Here is a list of products. Beside each item, write down the first brand name that pops into your head. Then compare your list with the rest of the class and see how many named the same brand. The one with the largest number of people remembering it may have the best advertising campaign.

   a. Bread ____________________
   b. Toothpaste ____________________
   c. Soda pop ____________________
   d. Cold remedy ____________________
   e. Deodorant ____________________
   f. Pizza parlor ____________________
   g. Hamburger Restaurant ____________________
   h. Breakfast cereal ____________________
   i. Snack cakes ____________________
   j. Shampoo ____________________
   k. Headache remedy ____________________
   l. Bath soap ____________________
   m. Door to door cosmetics ____________________

4. Look at some magazine advertisements and try to decide if they are factual or if they appeal to your emotions ("If you use Foxy Loxy Cologne or Midnight Magic after shave, you will be irresistible!)

5. Can you find any products with fancy names that appeal to your emotions such as "Tough Guy" blue jeans or "Truly Beautiful" shampoo? Write the name here.

   a.

   b.

   c.

6. Have you bought anything lately because of an advertisement? Describe. Were you satisfied with the product?

Assignment Sheet 4 (cont'd)

7. Your teacher will show you several containers of the same product manufactured by different companies. Decide which product wrapping appeals to you the most.

   Your teacher will help you analyze the containers.

8. Your class may wish to ask at least 8-10 persons from outside your classroom to come in one at a time and look at the containers. Have them tell you which one appeals to them. Keep track of the number of people choosing each packaging. Is there one item that is most popular? Can you figure out why?

9. You and your classmates may wish to watch an assigned television program and fill out this chart for each commercial. Use the results for discussion at the next class meeting.

Activity 2:

Chart for Watching Television Commercials

Name of program watched: ______________________________

Length of time watched: ______________________________

Name of Product Advertised	Ad Was:		I Felt:					I Would Rate It:				Comments
	Factual	Emotional	Bored	Hungry	Want to Try	Amused	Other	Excellent	Good	Fair	Poor	

Teacher Self-Helps

To eliminate the need for students to have access to a television or to avoid watching TV as an assignment, commercials could be taped on a video recorder and viewed and analyzed by the students during class.

Assignment Sheet 4 (cont'd)

EVALUATION			
		Possible Points	**Your Score**
1.	Completed assignment	50	
2.	Active participation	40	
3.	Neat paperwork	10	
4.	Satisfactory answers	30	
	TOTAL	**130**	

NAME ____________________________

Resource Management
Unit II

HOUR ____________________________

Assignment Sheet 5: The Diamond Necklace

Erin Hailey closed her math book and looked at the clock.

"Nine-thirty," she thought. "The Williams' will be home in thirty minutes. Mmmmm, Let's see. I came to babysit at 6:00 and they will be home about 10 o'clock. I'll make $1.75 an hour and Mrs. Williams said she would pay $1.50 extra for washing the dishes." Then she laughed. "Math does come in handy once in awhile!"

Erin quickly figured how much the Williams' would owe her and then began to look through a magazine she had brought with her. An ad caught her eye.

"Precious jewelry," it said, "for only $5.98. A real .25 point diamond set in a crystal-like heart-shaped jewel." As she read on, she knew this necklace was just what she wanted. It was such a bargain and she would have a real diamond necklace.

"I can buy it with my babysitting money," thought Erin. The doorbell interrupted her thoughts. The Williams were home.

"How were the children?" asked Mrs. Williams.

"They were very good, except Tommy ate only a half a sandwich and drank his milk. The children went to bed at 8:00. By the way, there is a phone message on the pad."

"Good job," said Mr. Williams and took out his billfold. "Since we were 15 minutes late, I will give you an extra fifty cents," he said.

"Thank you very much," replied Erin.

"May we call you again, Erin?" asked Mrs. Williams.

"Yes," said Erin. "Tommy and Beverly are fun to take care of."

As Mr. Williams drove her home, Erin thought about the diamond necklace she would soon be wearing.

"Wow!" she thought excitedly. "That will be so neat!"

Directions:

1. Using the clues in the story, figure how much Erin made babysitting with Tommy and Beverly.

2
$1.75
5
$1.50
2+30=
9
7
3
3

Assignment Sheet 5 (cont'd)

2. Look at the ad on the following page that Erin read in the magazine. Read it carefully. Do you think she was wise to order the diamond necklace? Give several reasons for your answer.

3. What is the difference between a $5.98 refund and a full $5.98 refund? Why does the ad say "A full $5.98 refund"?

EVALUATION

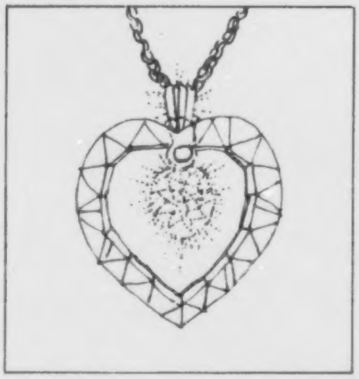
		Possible Points	Your Score
1.	Arithmetic is correct	20	
2.	Gave good reasons for answers	30	
3.	Work done neatly	20	
	TOTAL	**70**	

PRECIOUS JEWELRY

SPARKLING Genuine .25 Point Diamond and Crystal-Like Heart-shaped Pendant

ONLY $5.98 *(worth much more)*

- ★ Genuine .25 Uncut Diamond Chip.
- ★ Long 16" Sterling Silver-Look Necklace.
- ★ Light Shimmers On The Crystal-Like Pendant.
- ★ Full $5.98 Refunded If Not Completely Satisfied.
- ★ See Rainbows When The Light Shines On It.



MAGNIFIED TO SHOW YOU THE EXQUISITE SHAPE AND CRAFTSMANSHIP

CLIP COUPON

PRINCESS GEMS INC.
50 Golden Blvd.
Dallas, TX 75942

☐ Yes. Please send me the genuine .25 point diamond and crystal-like pendant for only $5.98 + $1.00 postage and 50¢ handling. (Includes gift box with velvet lining.)

Amt. Enclosed ____________
(Check or Money Order)

Name ____________

Address ____________

City ____________ State ______

Zip ____________

If not fully satisfied, I will receive a full $5.98 refund.

Don't delay! Order today!
Limited supply at this Price!

ONLY ONE NECKLACE PER CUSTOMER

NAME ____________________

Resource Management
Unit II

HOUR ____________________

Assignment Sheet 6: Sending a Mail Order

Directions: Read the story and follow the directions on the next page.

The next day Erin Hailey walked down the hall at school to the bright blue door with a sign on the front that said "Enter the World of Knowledge." She opened the door to the media center and walked over to the desk.

"Good morning, Erin," said Mrs. Russell. "What can I do for you today?" Mrs. Russell was always so kind and pleasant to all the students; Erin often came in to talk to her.

"Good morning, Mrs. Russell," greeted Erin. "I wonder if you could answer a question for me?"

"If I don't know the answer, we'll look it up," she said with a smile.

"I need to know the difference between a check and a money order," said Erin.

"If you keep your money at the bank in a checking account, and you want to buy something, you write a check for it," Mrs. Russell explained. "The check tells the bank to take the money from your account and pay the person to whom you wrote the check. The bank stamps the check "paid" and at a certain time every month, they send you all the checks you have written against your account. It is a good way to keep records."

"You can't write a check unless you have a checking account?" asked Erin.

"Right," replied Mrs. Russell.

"Now a money order is something like a check," she continued. "Let's say you wanted to order something by mail. You shouldn't send cash through the mail and you don't have a checking account. You can go to the post office, bank, or some supermarkets and buy a money order. You pay the amount of money you want to send with your order, plus an additional $ 0.75 fee for the money order. They stamp the amount on the money order and give you a receipt. You send the money order to the company from whom you are ordering the merchandise. The company cashes the money order at the post office or bank in their city," explained Mrs. Russell.

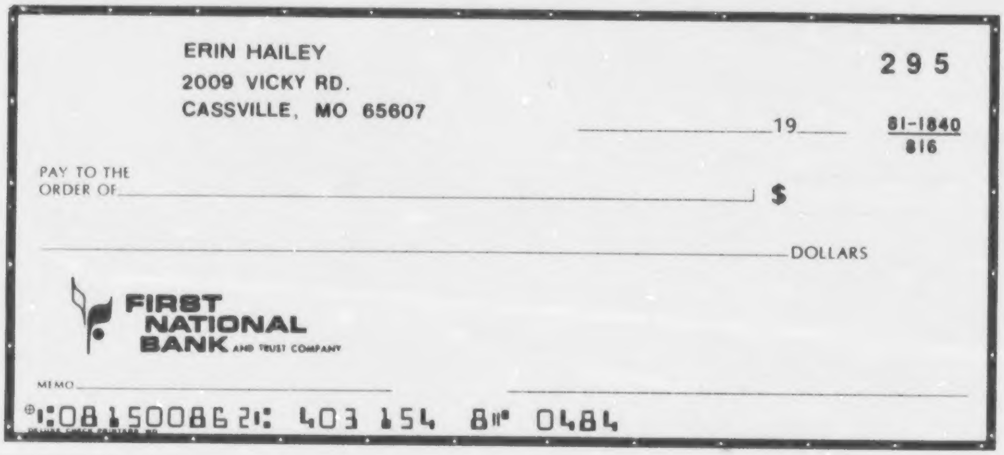
Assignment Sheet 6 (cont'd)

"Can I buy a money order?" asked Erin.

"Of course you can," Mrs. Russell answered. After school Erin went to the post office and bought a money order. She also bought a stamp. She looked at the order blank to make sure it was filled out correctly. She put it and the money order in the envelope which was addressed to "Princess Gems, Inc." She sealed the envelope and put the stamp on it. Erin Hailey felt very grown up as she put her envelope in the letter slot marked "OUT OF TOWN." In about a month, she would have her very own diamond necklace.

"I can't wait," she thought. "I just can't wait!"

Below is a check and a money order. Fill out each one correctly. Remember: The person sending them is Erin Hailey, 2009 Vicky Road, Cassville, MO 65607. She is ordering a necklace from Princess Gems, Inc.



ERIN HAILEY
2009 VICKY RD.
CASSVILLE, MO 65607

295

________________19____

81-1840
816

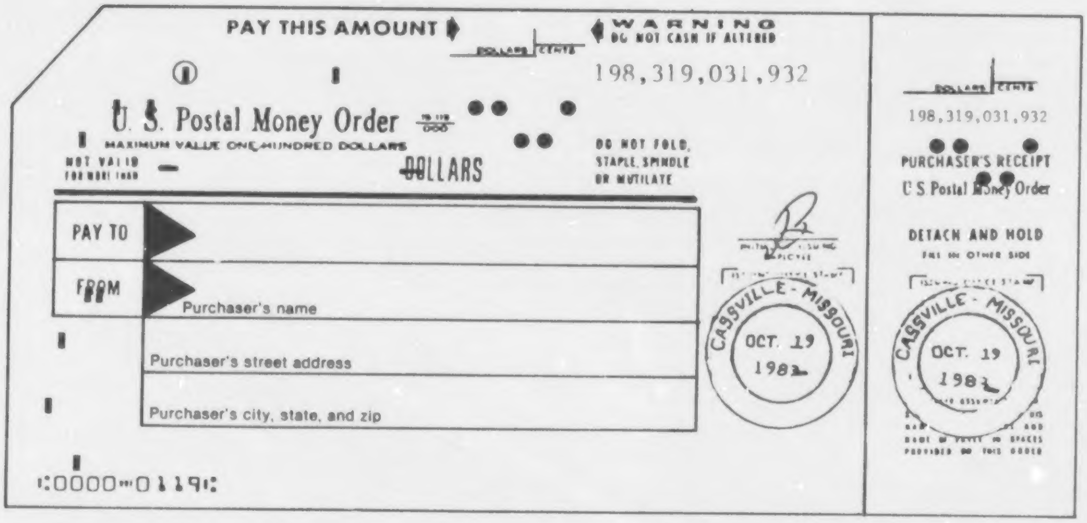
PAY TO THE ORDER OF ________________________ $

________________________ DOLLARS

FIRST NATIONAL BANK AND TRUST COMPANY

MEMO ____________

⑆0815008621⑆ 403 154 8⑈ 0484



PAY THIS AMOUNT

DOLLARS | CENTS

WARNING
DO NOT CASH IF ALTERED

198,319,031,932

U. S. Postal Money Order

MAXIMUM VALUE ONE HUNDRED DOLLARS

NOT VALID FOR MORE THAN

DOLLARS

DO NOT FOLD, STAPLE, SPINDLE OR MUTILATE

PAY TO

FROM

Purchaser's name

Purchaser's street address

Purchaser's city, state, and zip

CASSVILLE - MISSOURI
OCT. 19
1982

⑆0000⑈01191⑆

DOLLARS | CENTS

198,319,031,932

PURCHASER'S RECEIPT
U S Postal Money Order

DETACH AND HOLD
FILL IN OTHER SIDE

CASSVILLE - MISSOURI
OCT. 19
1982

Assignment Sheet 6 (cont'd)

EVALUATION

		Possible Points	Your Score
1.	Completed lesson	20	
2.	Answers correct	20	
3.	Work is neat	10	
	Total Points	**50**	

NAME ______________________

HOUR ______________________

Assignment Sheet 7: Finding the "Hidden Costs"

Directions: Use the ad from Assignment Sheet 5 and the story from Assignment Sheet 6 to answer the following questions. Check your answers with your teacher before you continue.

1. How much did the necklace cost? ______________
2. How much postage and handling did Erin pay the company? ______________
3. What was the fee for the money order? ______________
4. How much for the envelope ($0.10) and stamp? ______________
5. Add the above numbers to find out how much the necklace would actually cost Erin. ______________

Suppose Erin was not satisfied with the necklace and decided to send it back.

6. How much postage would it cost to return the package? ______________
7. Erin would have to write a letter of complaint to tell them why she was returning the necklace. Write the amount she would pay for the envelope and stamp. ______________
8. Add together questions Nos. 5, 6, and 7. This is the amount she would have spent for the necklace. ______________
9. Write the amount the company said they would refund. ______________
10. Subtract the answer to Question 9 from the answer to Question 8. (If Erin did not like the necklace and chose to get a refund, she would be losing this much money.) ______________

Now check your answers.

Assignment Sheet 7 (cont'd)

THOUGHT QUESTIONS:

1. When people read an ad offering a refund, often they do not consider the "hidden cost." After doing this work sheet, what do you think "hidden cost" means?

2. Why should you avoid sending cash through the mail?

EVALUATION

		Possible Points	Your Score
1.	Completed lesson	20	
2.	Answers correct	30	
3.	Answered thought questions	20	
	Total	70	

NAME ____________________

Resource Management
Unit II

HOUR ____________________

Assignment Sheet 8: Cheated?

"Good-bye, see you tomorrow!" Erin called to her friends as she got off the school bus. As she walked toward her house, she noticed her grandmother's car parked in the driveway.

"Hi, Mom. Hi, Grandma!" called Erin as she opened the door.

"Hello, Erin," they answered. "You got a package in the mail today," said Mrs. Hailey. "I put it on your desk."

"It must be my necklace," she said as she ran upstairs to her room. Quickly she tore off the wrapping. Inside was a small white plastic box. She opened the lid and took out the necklace. She looked at it. She held it a little closer and looked harder.

"Oh," she cried. "Oh, no! This is terrible. Why, there's hardly any diamond at all! Just a little dot! The crystal looks like glass and the chain looks cheap. This isn't what I thought it would be like at all. I can't wear this!" Her Grandma came into her room.

"What's wrong, Erin?" asked Grandma.

"Just look at this necklace I ordered, Grandma. I am so disappointed," wailed Erin. "They cheated me." She told Grandma the whole story and then took the ad from her desk and showed it to her. (Refer to AS 5) Grandma studied it for a moment, "Well, Erin, legally they didn't cheat you," she began to explain. "What they did was print a tricky ad. If you don't understand about ads like this, it is easy to make a mistake. They word the ad in such a way that you THINK you are getting something you are not. Read the ad again. Did they tell you the setting was crystal and the chain sterling?"

"No," replied Erin. "They said "crystal-like" and "sterling-look"."

"And is it that way?" asked Grandma.

"Well-l-l, yes," said Erin hesitantly.

"Then they didn't lie to you, did they? The words "sparkling" and "exquisite" make you imagine things the ad did not tell you."

Grandma's Helpful Hints

Many Tricky Ads:	Most Trustworthy Ads:
1. Offer goods at an unbelievably low price.	1. Offer goods at a reasonable price.
2. Show magnified picture of the article, or a picture that does not show detail.	2. Show clear details or actual size of the article and offer a written description.
3. Do not offer total refund or guarantee satisfaction.	3. Offer an unconditional guarantee.
4. Lead you to believe you should hurry before the supply runs out (yet the ad runs in a national magazine).	4. May give you a final date to order but do not say limited supply.
5. Are from an unknown company or one that the Better Business Bureau cannot recommend.	5. Are from a well-known company or one recommended by your Business Bureau.
6. Do not give complete information about the product.	6. Answer all questions you may have about the product through a complete description; (color, weight, etc.)
7. Do not offer a delivery date.	7. Offer a delivery date.
8. Use fancy descriptive phrases that may cause you to imagine a wonderful product, or may lead you to imagine claims. (Don't delay; order *today*"- You think they might run out of the product.)	8. Use "straight talk".

"CAVEAT EMPTOR!"

(Look for this phrase in your dictionary)

Assignment Sheet 8 (cont'd)

"But what about the diamond? I can hardly see it!" asked Erin. Grandma took a pencil and paper and made a small dot on the paper. "This dot is about the size of a .25 point diamond. Yesterday, I saw an ad that said the stone was a 1 point diamond. That would be the size of four dots." The customer may think they are getting a large diamond because they do not understand about precious stones. They confuse "points" with "carats"," explained Grandma.

"I read the other day that more people than ever before are ordering things by mail. It saves them a lot of time, but people need to know how to spot tricky advertising. Maybe I can help you, Erin," she suggested. "I will write some ways to spot an ad that may be a poor risk."

"Thank you, Grandma," said Erin. "I wish I'd known these things before I ordered the necklace." After Grandma made the list they looked through some magazines, and used the list to pick out good and poor ads.

"Grandma! Erin! Dad's home and supper is ready," Mrs. Hailey called.

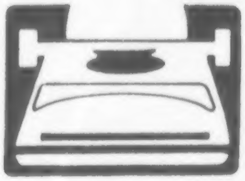
"We'll be right there, Mom," answered Erin. As they started down the stairs, Erin hesitated for a moment and with a big grin, turned to her grandmother and said, "Hey Grandma! Want to buy a diamond necklace? I'll sell it to you cheap!"

Directions: Using the helpful hints Grandma gave Erin, find an example of a poor risk ad and an ad that would probably be safe. List your reasons for choosing the ad.

EVALUATION

		Possible Points	Your Score
1.	Followed directions	10	
2.	Work neatly done	20	
3.	Ads are appropriate	20	
4.	Valid reasons are listed	20	
	TOTAL	**70**	

Answering Service



Each month, *Current Consumer & Lifestudies* will present a problem based on an actual situation. In the solution you'll get advice and information from experts. This month, we examine jewelry ads that are too good to be true.

Problem: What's with those magazine ads for jewelry? Some offer rubies, emeralds, and sapphires at really low prices. Others offer low-cost 14-karat gold jewelry with diamonds. I'd like to send away for the jewelry if it's a good deal, but the prices are so low I figure it must be a rip-off. Please tell me what I can expect if I answer those ads.

Solution: Remember Consumer's Law #2: Whatever sounds too good to be true most likely is. Your suspicion of ads that promise so much for so little is well-founded. Here's what the ads usually say:

—The special offer/sale price is part of an advertising program or marketing test that will soon end.

—There's a limit to how many items a consumer can order, and a special order form with the ad must be used.

—The stones are .25 point.

—A certificate of authenticity will be sent with each order.

—Photographs of jewelry are "slightly enlarged" to show the detail of the pieces.

Now, here's why your suspicions were accurate:

- How big is a .25-point diamond? Look inside this box ⊡. Not very impressive, is it? Consumers who don't know about precious stones may confuse *points* with *carats*, a familiar measure of weight that's associated with value. A point is 1/100th of a carat, which means the .25-point diamonds in the ads are only 1/400 of a carat.
- How valuable is a diamond that size? According to the Jewelers of America, Inc., the national association of the jewelry industry, a .25-point diamond is worth less than 40¢.
- The certificate of authenticity is nothing more than a statement of the weight of the stones. It is *not* a guarantee of quality.
- The pictures in the ads encourage consumers to misinterpret the weight figures as being in carats. If the advertisers had stated how much the photos had been enlarged, consumers could figure out how tiny the stones actually are.
- The gold pendants in the photos are actually very small and almost paper-thin.
- By using language that SUGGESTS rather than states, the ads create the fiction that there is something very selective about the offer and those who can participate. For instance, the marketing test and time limit suggest that the offer is available only to a chosen group of consumers. What you're not told is that the ads appear in many magazines nationwide. The quantity restrictions—"one order per address" or "limit three per customer," for example—imply that the supply is limited.

The jewelry ads we've discussed here may mislead consumers, but they don't violate the law. . . . Which brings us to Consumer's Law #1: Let the buyer beware. You, the consumer, have the responsibility to protect yourself in the marketplace. You must be able to determine *for yourself* which products are worthy of your money. How?

1. Use common sense. Be suspicious of promises that are too good to be true.
2. Read the ads carefully—including the small print. Never buy anything that you can't return for your money back.
3. Buy only from established merchants with reputations for quality products and reliable service.
4. Be informed about what you're going to buy *before* you buy. Talk to a local jeweler about prices and how to recognize quality. The more you know, the less likely you'll be "taken in" when you buy.

For More Information

Jewelers of America, Inc.
1271 Avenue of the Americas
New York, NY 10020
Pamphlets "What You Should Know About Buying a Diamond," "What You Should Know About Karat Gold Jewelry," "What You Should Know About Colored Gemstones," and "Diamonds: Buying and Care Guide"—single copy of each free.

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NAME ____________________

Resource Management
Unit II

HOUR ____________________

Assignment Sheet 9: A Letter of Complaint

After supper, Erin joined her mom and dad in the family room where the TV show they were watching was just ending.

"I've been thinking about the necklace all evening," Erin began. "I spent my babysitting money for it, and now I wish I hadn't. I feel so dumb."

"Erin," said her father, "we all do things we wish we hadn't once in a awhile, and sometimes it costs us our hard-earned money, but I've always felt we learn by our mistakes. Luckily, you didn't spend a lot of money to learn a lesson."

"I guess I did learn some things, Dad," she said. "For one thing, I think I'll ask you or Mom next time before I order something."

"I understand," said her mother, "but we told you your babysitting money was yours to spend the way you wanted to. I think it was pretty grown up to find out about a money order and then go buy one. If you had asked us we would have told you about the tricky ads, but this way you learned "the hard way." I'm sure you'll remember and be more careful next time."

"Believe me, Mom, I will be more careful," said Erin. "How do I get my $5.98 back? Do I wrap up the necklace and send it back or what?"

"You should write a letter of complaint," said Dad. "Tell the company you do not like their product and why. Then, ask if they want you to return it and tell them that you want your money back."

"Will you help me write it, Dad?" asked Erin.

"Go get some paper," her dad replied. With her parents' help Erin finally had the letter finished.

"This is the rough copy," said her mother. "Always send a letter that is neatly written and with correct spelling. Tomorrow you can recopy it."

"I wonder how companies like that stay in business, especially if everyone asked for a refund?" asked Erin.

Assignment Sheet 9 (cont'd)

"Some companies do go broke, but others stay in business because people do not take the trouble to complain about their merchandise."

"Well, believe me," said Erin. "I AM GOING TO COMPLAIN. It isn't nice to try to fool this kid!"

Directions: Have you bought anything lately that wasn't quite right? New puzzle missing 3 pieces? New breakfast cereal yukky? Jeans shrunk too much? DON'T JUST FEEL DISAPPOINTED! Write a courteous but firm letter of complaint! A reputable company will value your opinion. Carefully study the 12 points of Erin's letter. Then write a letter of complaint about any product you wish. Use the same format.

EVALUATION

		Possible Points	Your Score
1.	Letter included all 12 points	60	
2.	Letter neatly written	20	
3.	Spelling correct	20	
	TOTAL	**100**	

Erin's Letter

1. Your address. Don't expect a reply if you don't include this.

2009 Vicky Road
Cassville, MO 65607

2. Date

November 15, 1983

Princess Gems, Inc.

3. Company's address.

50 Golden Blvd.
Dallas TX 75942

4. Greeting

Dear Sir or Madam:

5. Describe the product

6. Purchase information

I am writing you about the necklace I ordered from your company. It was a .25 point diamond set in a crystal-like heart-shaped jewel. The ad was printed in the "Pre-teen" magazine. I paid $5.98 plus $1.50 postage for it.

7. Describe your complaint

8. What you did with the product, IN CASE THEY WANT IT BACK.

When I received the necklace, I was very disappointed with the size of the diamond and the quality of the necklace. I still have it and will be glad to return it if you request it.

9. Your action.

10. Tell them what they can do to satisfy you.

You said in your ad that if I was not satisfied, I would receive a refund of $5.98. I am therefore requesting that my money be refunded.

11. Let them know you expect a prompt answer. They should answer within a month.

I am hoping to hear from you very soon.

Sincerely,
Erin Hailey
Erin Hailey

12. Sign the letter but print your name under the signature.

MAKE A COPY AND KEEP IT IN CASE YOU NEED TO WRITE AGAIN.

NAME ______________________

Resource Management
Unit II

HOUR ______________________

Assignment Sheet 10: "Tough Choices"

To be a wise shopper you must compare more than the price of an item. Is the quality good? Is the store location convenient? Would you rather save time than money? Is this "emotional spending?" Are there any hidden costs you need to consider? Does the item require upkeep? One should also compare prices of services such as haircuts or plumbing. Can you name more?

Here are several stories about people with problems. In each case the person has to make choices. They need your help. There are no right or wrong answers, but you will probably discover some choices may be better than others. Your teacher may ask you to write your answers and/or discuss them in class. NOW THINK HARD!

1. Tony needed some new tennis shoes. The "popular kids" in his crowd all wore a certain brand of tennis shoes. He wanted the same kind "everyone" else had. They cost $42.98. Tony's dad gave him $30.00. He said he felt that was more than enough to pay for tennis shoes. His mother said a certain chain store was having a sale on their brand of shoes. They were good shoes, and they were only $25.98. Tony really didn't want any shoes except the brand that cost $42.98. He knew his dad could not afford to give him the extra money.

   a. List all the alternatives (good and bad) Tony could choose.

   b. Which would you choose as the best answer? Give your reasons for this answer.

   c. Compare your answer with your classmates'. Why do people choose different ways of solving problems?

Assignment Sheet 10 (cont'd)

2. Jennifer bought a pair of pink slacks. They were just what she wanted and she planned to wear them to school. After she got home, she discovered they had to be dry cleaned. It would cost $2.00 every time she had to have them dry cleaned.

   a. List as many different solutions to Jennifer's problem as you can think of. (List both good and bad solutions.)

   b. If she bought them on sale, how would that make any difference in your possible solutions?

3. Mark was with his friend, Ed, when he saw an item on the sale rack that he thought his brother would like for his birthday. The sign above the rack said $5.00 an item. Mark took out a $10 bill to pay for the item. The clerk said there had been a mistake. The item was not on sale and the price was $8.98.

   a. Should Mark buy it anyway and pretend he knew all along it was $8.98? Why or why not?

   b. Do you think Mark should risk looking like a cheap-skate to Ed and the clerk and tell the clerk he thought it was $5.00 and put it back? Why?

   c. Since the item was on the sale rack, is the store obligated to sell it to Mark for $5.00?

4. Stacy went to a big garage sale and discovered a black and white portable TV set for sale for only $10.00. The person selling it did not know if it worked well or not, but THOUGHT it would work. There was no place to plug it in and try it. Stacy had been wanting a personal TV.

   a. Think of all the different things Stacy could do.

   b. Which would you choose? Why?

5. Mrs. McDonald lives in a small town and is within walking distance of three grocery stores. She has to be very careful about the money she spends and tries to make every penny count. Every week she reads the grocery store ads to find out what the "specials" are at the three stores. She can shop at any time during the day because she does not work outside the home.

   Mr. West lives alone. He gets off work every evening at 5:30. The three grocery stores in his town are about 10 or 15 driving minutes apart. The stores are always crowded at 5:30 when he goes shopping on his way home. He reads the grocery ads every week and tries to save money in every way he can.

   Is it practical for both of these people to shop for bargain prices at all three stores every week? What things should they think about when making their choices?

6. The Cheng family was new in town. They needed a dentist. How should they go about deciding on a dentist? Should they call different dentists and ask about their prices or would this make them look cheap?

   Is this an example of wise shopping? Why or why not?

EVALUATION

		Possible Points	Your Score
1.	Active participation in discussions	40	
2.	Neat paper work	30	
3.	Acceptable answers to thought questions	30	
	TOTAL	100	

NAME ____________________

Resource Management
Unit II

HOUR ____________________

Assignment Sheet II: Are You a "Jeans Genie"?

Directions: Test your jeans know-how and see if you are a "jeans genie." Complete the test by writing "True" or "False" by the number of each statement. After you are finished, check your answers with the answer sheet your teacher will give you.

____ 1. Higher-priced jeans will last longer than less expensive ones.

____ 2. If the label says "100% cotton," it is stronger material than cotton mixed with nylon or polyester.

____ 3. Buy jeans 1-2" longer than you need them, so they will be long enough after washing.

____ 4. Metal rivets are just for decoration.

____ 5. If the label says "pre-washed," the jeans will not shrink after you wash them.

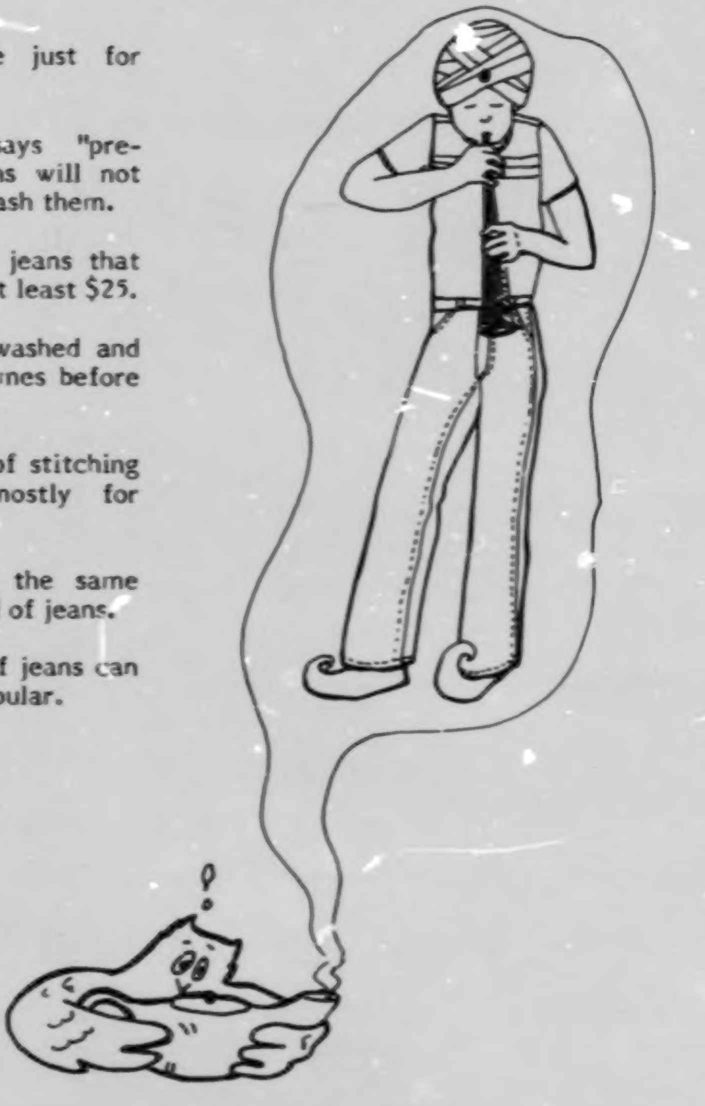
____ 6. A stylish pair of jeans that fit well will cost at least $25.

____ 7. Jeans should be washed and dried at least 2 times before hemming.

____ 8. The double rows of stitching on jeans are mostly for decoration.

____ 9. You would wear the same size in every brand of jeans.

____ 10. The "right" kind of jeans can make you more popular.



ANSWERS TO JEANS KNOW-HOW TEST*

1. FALSE - in many cases you may be paying for the name on the jeans rather than better quality.

2. FALSE - the material will be stronger if it contains some polyester or nylon, especially if it is lighter weight.

3. TRUE - tests show that all jeans shrink in length 1/2 - 2" and a little in width.

4. FALSE - metal rivets are placed on pocket corners so the pockets will not tear off so easily.

5. FALSE - even prewashed jeans shrink in length.

6. FALSE - many stylish trim-fitting jeans are sold for less than $20.

7. TRUE - all jeans should be washed and dried several times before hemming to make sure they will not shrink anymore.

8. FALSE - double stitching looks nice, and also make the jeans last longer.

9. FALSE - almost every company sizes their jeans a little differently. Try on many different sizes to find the best fit.

10. FALSE - Did you miss that one? Ah-h-h-h, come on now! Is everyone who wears expensive jeans popular? Don't you know some terrific people who do not wear expensive jeans?

NOW SCORE YOURSELF!

10 correct answers - You're a "jeans genie." Congratulations!
8-9 correct answers - Not Bad!
6-7 correct answers - You could use a few pointers.
4-5 correct answers - Don't go shopping without taking your parents along.
3 or less correct answers - **HELP** is on the way!

EVALUATION			
		Possible Points	**Your Score**
1.	Completed assignment	30	
2.	Neatly done	10	
	TOTAL	40	

Teacher Self-Helps

* When students have completed the test, distribute the answer sheet so they can check their answers and evaluate themselves.

NAME ____________________

Resource Management
Unit II

HOUR ____________________

Assignment Sheet 12: Compare and Choose the Best Buy

Directions: After carefully studying HO 1, How to Buy Jeans, do the activities below.

Activity 1: Use this checklist to evaluate each pair of jeans. Place a check mark in the brand column for each pair if it has the feature listed. For example, if Brand A has the inside edges stitched down, place a check beside Feature 1 in the Brand A column. Evaluate each pair of jeans in this manner. After the class is finished, your teacher will uncover the prices and brand names.

Features	Brand A	Brand B	Brand C	Brand D
1. Inseams are stitched down.				
2. Metal rivets on pocket edges.				
3. Zipper is sewn down at the bottom.				
4. Material is heavyweight cotton or has a blend of cotton and polyester or nylon.				
5. Waistband has at least one row of stitching along the bottom.				
6. Double-stitching is on side and back seams.				
7. Waistband ends are turned back and stitched down.				
8. Style is not too extreme.				

Activity 2: Based on your analysis of the jeans, answer the following questions.

1. Did all of the jeans have all of the eight good features? How many?

2. Were all of the jeans the same price?

3. Which one/ones would you consider the best buy (assuming they fit well)?

4. Did this lesson prove "expensive is best?"

5. Check your own jeans. Do they have all the features of good quality jeans?

NAME ____________________

HOUR ____________________

Assignment Sheet 13: Fun With Words - Part 1: Fill in the Blanks

Directions: Test your word definition skills. First choose the word from the list below and fill in the blanks in each sentence. Then for fun, see if you can find the word hidden in the grid. You will find the words spelled in all directions.

advertisement
checking account
essential
income
spending plan

bargain
complaint
factual
money order
paid

bills
emotional spending
hidden
refund
allowance

1. Statements of expenditures that must be paid are called ______________.

2. If something is ______________, it is something we must have.

3. If you write down how you are going to spend your money, it is called a ______ ____________.

4. An allowance is one kind of ______________.

5. If someone gets a ______________, money is returned to him.

6. To get something at a price that is lower than the regular price is a ________ ______.

7. A person may put money in a ______________ ______________ and draw it out by writing checks.

8. A ________________ ______________ is a method of payment whereby you pay the bank or post office the amount of money for your purchase plus a small fee.

9. If you do not like something, you may write a letter of ______________.

10. If you buy something that you did not intend to buy, for a reason other than "need," it is probably ______________ ______________.

11. If an advertisement gives you information about a product, it is called a _____ ______________ advertisement.

12. If you travel in the car to buy something, the gasoline you use to get there may be called a ______________ cost because you do not think of it as being part of the cost of the article.

13. If you buy a product because the ad made you think you would be popular, good-looking, healthy or thrifty, it may be an emotional ______________.

*May be used as a pretest or unit review.

Assignment Sheet 13: Fun With Words - Part 2: Shopping Bag Word Search

S	P	E	L	V	I	R	L	I	N	C	O	M	E	T
P	I	B	A	R	G	A	I	N	E	T	E	M	N	B
E	R	M	O	N	E	T	J	X	P	L	M	U	W	I
N	S	O	I	R	E	F	U	N	D	P	O	L	E	L
D	O	N	R	A	S	O	L	F	A	C	T	U	A	L
I	N	E	S	O	S	I	N	W	C	O	I	N	M	S
N	E	Y	H	O	E	B	I	A	L	M	O	N	E	X
G	P	O	A	E	N	U	G	S	I	P	N	A	E	A
P	N	R	I	N	T	N	G	E	D	L	A	O	N	E
L	E	D	B	A	I	L	E	N	E	A	L	E	A	M
A	D	E	T	K	A	W	U	N	D	I	K	N	C	O
N	D	R	C	L	L	F	C	E	A	N	A	E	I	O
B	I	E	M	A	E	A	T	L	U	T	C	H	N	O
O	H	H	O	R	F	U	N	I	S	T	J	O	P	E
C	E	A	D	V	E	R	T	I	S	E	M	E	N	T

advertisement
bargain
bills
checking account
complaint
emotional
essential

factual
hidden
income
money order
refund
spending plan

RESOURCE MANAGEMENT
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

1. Responses will vary, but should indicate thoughtful analysis of the story.

2. $14.95.

3. a. Circle:

Monday

School Lunch	1.25
Pay back Erik	1.00

Tuesday

School Lunch	1.00
Notebook	1.50

Wednesday

Carton of Milk	.25
Phone Call	.25

Thursday

Carton of Milk	.25
Phone call	.25

Friday

Lunch	1.15
Pencil	.25
Art Project	.50

b. Total spent on non-essentials - $7.65

4. Responses will vary, but should include cutting down on treats and video games.

5. Responses will vary but should show an understanding of the need to save for emergencies or unexpected expenses.

6. Yes.

7. Answers should be satisfactory to the instructor.

Assignment Sheet 2

Responses will vary. The summary questions should be answered to the satisfaction of the instructor.

Assignment Sheet 3

Responses will vary. Spending plan should be completed to the satisfaction of the instructor.

Assignment Sheet 4

1. Responses will vary. Students should give three examples of advertising songs, such as:

   Reach Out and Touch Someone - Bell Telephone

   McDonald's and You (or the current jingle) - McDonald's

   We Do Chicken Right - Kentucky Fried Chicken

   Coke Is It - Coca-Cola

2. Answers will vary. Some examples are:

   Get a Piece of the Rock - Prudential

   Milk Likes You - National Dairy Council

   How Do You Spell Relief - Rolaids

3. Responses should be appropriate for the items listed, i.e., soda pop - Dr. Pepper, Coke, Pepsi, etc.

4. Students' discussion should demonstrate an understanding of factual versus emotional advertising.

5. Answers should include examples of product names that appeal to emotions such as:

   Caress (soap); Scoundrel (perfume); Brut (after shave); Cougar (car); Soft and Pretty (toilet tissue); Life (cereal)

6. Answers will vary.

7-8. Analysis of containers should demonstrate a recognition that our choices of products can be influenced by the packaging.

9. Answers will vary. Charts should include a check mark under each category for each commercial analyzed.

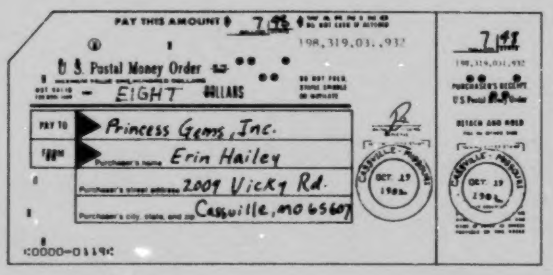
Assignment Sheet 5

1. $9.00.

2. Responses will vary. Students should support their answers with valid reasons.

3. There is no difference between a $5.98 refund and a full $5.98 refund. Full implies more.

Assignment Sheet 6



PAY THIS AMOUNT $ 7.98

198,319,03..932

U.S. Postal Money Order

– EIGHT DOLLARS

PAY TO ▶ Princess Gems, Inc.

FROM ▶ Purchaser's name Erin Hailey

Purchaser's street address 2009 Vicky Rd.

Purchaser's city, state, and zip Cassville, MO 65607

CASSVILLE · MISSOURI OCT. 19 198_

:0000-0119:

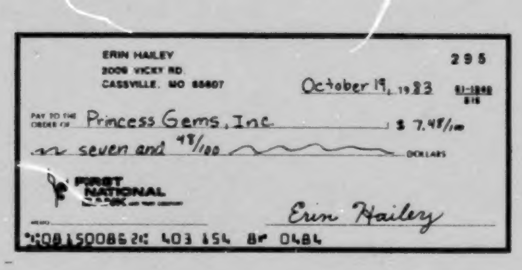
7.98

198,319,031,932

PURCHASER'S RECEIPT

U.S. Postal Money Order

DETACH AND HOLD



ERIN HAILEY
2009 VICKY RD.
CASSVILLE, MO 65607

295

October 19, 1983

PAY TO THE ORDER OF Princess Gems, Inc. $ 7.98/100

seven and 98/100 DOLLARS

FIRST NATIONAL BANK

Erin Hailey

:081500862: 403 154 8" 0484

Assignment Sheet 7

Activity 1:

1. $5.98
2. $1.50
3. .75¢
4. .30¢
5. $8.53
6. $1.00
7. .30¢
8. $9.83
9. $5.98
10. $3.85

Thought Questions:

1. Answers will vary, but should demonstrate an understanding of hidden costs.
2. Answers should address security and receipts.

Assignment Sheet 8

Ads students choose should be appropriate examples of poor risk and safe ads, and students should list valid reasons for their choices.

Assignment Sheet 9

Letters will vary in content, but should be in correct form and should include the twelve points shown in the sample letter.

Assignment Sheet 10

For each of the six situations, students should make choices based on the information given, and should offer valid reasons for their choices.

Assignment Sheet 11

1. False
2. False
3. True
4. False
5. False
6. False
7. True
8. False
9. False
10. False

Assignment Sheet 12

Activity 1: Responses will vary, but should be correct based on the jeans used in the evaluation.

Activity 2:

1. Answers will vary, but should correspond to the items marked on the check list.

2. Answers will vary.

3. The brand with the most marks on the check list, at the lowest price.

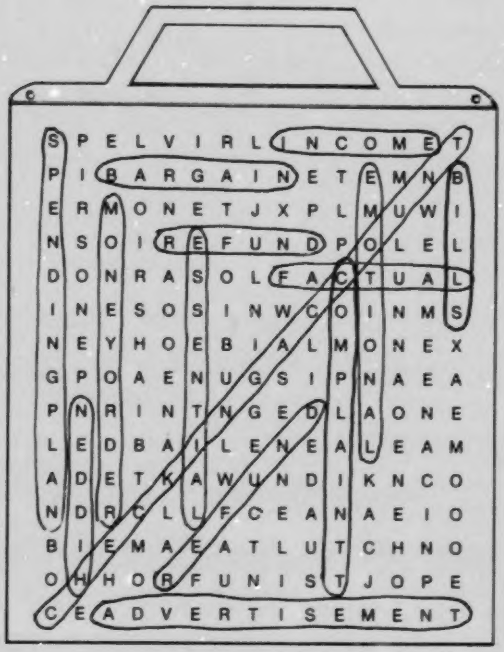
4. Answers will vary depending on the jeans that were evaluated.

5. Responses will vary, but should be correct based on an evaluation of the jeans.

Assignment Sheet 13 (Part 1)

1. Bills
2. Essential
3. Spending plan
4. Income
5. Refund
6. Bargain
7. Checking account
8. Money order
9. Complaint
10. Emotional spending
11. Factual
12. Hidden
13. Advertisement

Assignment Sheet 13 (Part 2)



S P E L V I R L I N C O M E T
P I B A R G A I N E T E M N B
E R M O N E T J X P L M U W I
N S O I R E F U N D P O L E L
D O N R A S O L F A C T U A L
I N E S O S I N W C O I N M S
N E Y H O E B I A L M O N E X
G P O A E N U G S I P N A E A
P N R I N T N G E D L A O N E
L E D B A I L E N E A L E A M
A D E T K A W U N D I K N C O
N D R C L L F C E A N A E I O
B I E M A E A T L U T C H N O
O H H O R F U N I S T J O P E
C E A D V E R T I S E M E N T

RESOURCE MANAGEMENT
UNIT II

UNIT TEST

Directions: Mark X for **true** and O for **false** statements.

____ 1. If something is an "expenditure," that means it is something we must have.

____ 2. It is important for all families to have a spending plan.

____ 3. Sometimes advertisements make you think you are getting something you are not. These ads should not be trusted, even if they are printed in your favorite newspaper or magazine.

____ 4. Usually it is safe to order something from a well-known company.

____ 5. When ordering an item, the stamp, envelope, and the cost of the check or money order are called "hidden costs."

____ 6. Beware of bargains at unbelievable prices.

____ 7. Beware of a mail order ad that states a delivery date.

____ 8. When you are not happy about something, don't bother to write a letter of complaint, because the company probably won't answer anyway.

____ 9. It is a good idea to really "tell off" a store if they do not please you.

____ 10. Whether you realize it or not, sometimes you buy things because you like the container.

____ 11. Somtimes people buy things they don't need so they won't appear "cheap."

____ 12. If you are new in town it is wise to shop around for a dentist. You should call and ask about prices.

____ 13. The more expensive the clothing, the better it will wear.

____ 14. Sometimes people buy an item because they think it will make them more popular.

____ 15. Pre-washed jeans will not shrink after washing.

____ 16. Jeans are double stitched only because it makes them look better.

____ 17. Buy jeans about 2" longer than you need them.

____ 18. Anyone can purchase a money order.

____ 19. Never send cash through the mail.

____ 20. Sometimes the name of a product will make people buy it whether it is a good product or not.

RESOURCE MANAGEMENT
UNIT II

ANSWERS TO UNIT TEST

1. False
2. True
3. True
4. True
5. True
6. True
7. False
8. False
9. False
10. True
11. True
12. True
13. False
14. True
15. False
16. False
17. True
18. True
19. True
20. True

UNIT III

UNIT OBJECTIVES

Upon completion of this unit the students will know how to prepare for, obtain, and make arrangements for a babysitting job. They will recognize the responsibilities of the parents and the babysitter, and will be able to demonstrate a knowledge of basic child care procedures, safety precautions and simple first aid. The students will also be able to suggest ways to entertain children, and will understand babysitting etiquette.

The knowledge will be evidenced by scoring at least 85% on the unit test and satisfactory completion of the job and assignment sheets.

The number of lessons chosen for 9, 12, or 18-week classes should be determined by the amount of time to be spent on this unit and by the needs of individual classes.

SPECIFIC OBJECTIVES

1. Recall how to prepare for the job, to obtain a babysitting job, and to make arrangements.
2. Recall the responsibilities of a babysitter and the parents.
3. Demonstrate a knowledge of basic child care procedures.
4. Recall ways to entertain children.
5. Describe safety precautions for sitter and the children.
6. Demonstrate knowledge of simple first aid.
7. Recall rules of babysitting etiquette.

SUGGESTED ACTIVITIES

I. Instructor

   A. Provide students with unit objectives.

   B. Provide students with information sheets, assignment sheet and job sheets.

   C. Discuss unit and specific objectives.

   D. Provide resources for the completion of unit activities.

   E. Make transparencies.

   F. Discuss assignments to be completed by students.

   G. Evaluate student assignment sheet, job sheets, and unit test.

II. Students

   A. Read objectives.

   B. Read information sheets, assignment sheet, and job sheets.

   C. Discuss assignments to be completed with the instructor and other students.

   D. Complete the assignment sheet and job sheets.

   E. Take unit test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objective sheet

   B. Information sheets

   C. Handout 1: How to Change a Diaper

   D. Transparency masters

      1. TM 1: When Making Arrangements for a Babysitting Job

        2. TM 2: Emergency Numbers to Keep Posted by the Telephone
        3. TM 3: Leave the Headphones at Home!
    E. Assignment Sheet 1: What's the Solution?
    F. Job Sheets
        1. JS 1: How Does It Feel to be a Small Child?
        2. JS 2: The Babysitting Game
    G. Unit test
    H. Answers to unit test

II. References

    A. "Playing It Safe...in Babysitting/Child Care."; Current Affairs; P.O. Box 398; 24 Danbury Road; Wilton, CT 06897
    B. The Complete Baby Sitter; Franklin Clay Films; PO Box 2213; Costa Mesa, CA 92626
    C. "The Basics of Babysitting Program"; Johnson and Johnson Baby Products Company; 220 Centennial Avenue; Piscataway, NJ 08854; Cost - $10.00
    D. Nasco's Baby-Sitting Puzzle Pack; Nasco; 901 Janesville Ave.; Fort Atkinson, WI 53538; Phone: (414) 563-2446; Cost - under $10.00

PARENTING EDUCATION

UNIT III

NOTES TO THE TEACHER

1. The Parenting Education unit should be taught in the seventh grade and in the sixth grade if the students seem mature enough. Many will not be able to handle a babysitting job unless they have had some experience with younger children.

2. The amount of material taught from this unit will depend upon the time you have. All of the objectives are of equal importance; you should choose the topics that will be of the most benefit to your students.

3. A film at the beginning of the unit is very helpful. See references in this unit for recommended films.

4. You may wish to begin the unit with a discussion about experiences students have had while caring for children, i.e., funny, scary, enjoyable, etc.

5. Have students list the characteristics of a good babysitter on the board and discuss them.

6. Use a large doll to demonstrate changing a diaper or giving the bottle. Then let students try it. (You may wish to avoid a diaper changing demonstration if you have both boys and girls in class. They become very embarrassed.)

7. Have students invite small children to class for a short period of time. Let students feed and play with them.

8. Visit a playschool and observe students.

9. Invite a police officer and/or firefighter to discuss safety.

10. Make simple toys.

11. Assemble a bag of items to take to the babysitting job to help entertain children.

12. Practice reading stories that you would read to a small child. Discuss types of stories that are appropriate.

PARENTING EDUCATION

UNIT III

INFORMATION SHEET

I. Preparation for a babysitting job

  A. Background for babysitting can be obtained by:

    1. Taking a course on child care.
    2. Helping in the church nursery.
    3. Watching an experienced babysitter.

  B. When trying to obtain a babysitting job:

    1. Tell your parent's friends, neighbors, and relatives.
    2. Ask friends already babysitting to recommend you to good homes when they are unable to accept a job.
    3. DO NOT ADVERTISE IN THE NEWSPAPER OR ON THE RADIO OR PUT UP PUBLIC NOTICES BECAUSE IT MIGHT BE DANGEROUS.
    4. Be cautious about accepting jobs from strangers.

  C. When making arrangements (TM 1)

    1. Find out date, hours you will be staying, address, number and ages of children, phone number, how much pay.
    2. If you do not know the family, ask how they got your name and ask to call them back. Call the person that gave your name and find out about the caller.
    3. Ask your parents for permission.
    4. Talk politely and use good grammar.
    5. Write down information.

  D. Getting ready for the job.

    1. Be sure you are clean and that your clothing is clean and washable.
    2. Leave jewelry at home.

3. Be ready on time.

4. Eat before you go unless you have been asked to eat with the children.

5. Take a flashlight if you can, for emergencies or checking the children.

E. Before parents leave, find out and WRITE DOWN:

1. Where they can be reached by phone.

2. The children's routines and customs.

3. How to lock up.

4. If emergency numbers are posted by the phone. (TM 2)

5. If medication is to be given.

6. When parents plan to return.

II. Responsibilities of the sitter and the parents

A. Sitter should:

1. WATCH THE CHILDREN AND KEEP THEM SAFE AT ALL TIMES.

2. Follow the parents' instructions.

3. Keep your commitments unless you become ill or have an emergency.

4. Be able to take charge of any situation.

5. AVOID SPANKING, SLAPPING, OR THREATENING A CHILD. Never use cruel punishment.

6. Stay off the phone.

B. Parents should:

1. Set rates beforehand and pay immediately.

2. Pay extra after midnight and for any chores the sitter is asked to do.

3. Be sober when driving the sitter to or from home.

4. Return home at the time agreed upon.

5. Have house reasonably clean and safe.

6. Take time to write down and explain instructions.

III. Basic child care procedures

A. How to change diapers (HO 1)

1. Change as soon as needed.
2. Assemble supplies and clean diapers.
3. Lay baby on floor or safe place on an absorbent pad.
4. KEEP ONE HAND ON BABY AT ALL TIMES.
5. Remove soiled diaper and keep pins out of reach.
6. Wipe baby clean with soft cloth or cotton balls, with special attention to skin folds.
7. Apply baby powder or lotion.
8. Lift baby again and place clean diaper under baby. Pull diaper up between legs.
9. If using pins, put fingers between baby and diaper.
10. Never give baby anything heavy to hold while changing.
11. Dispose of used diaper properly.

B. Feeding babies and small children

1. NEVER GIVE HARD FOODS SUCH AS NUTS, HARD CANDY OR POPCORN because they may cause choking.
2. Give nutritious snacks, e.g., fruits, juices, cheese, or milk.
3. Meals should be simple.
4. Be patient with slow eaters.
5. Do not force-feed.
6. Tell parents what the child ate.

7. Check temperature of bottle by shaking some milk on the inside of your wrist.

8. Hold baby when giving the bottle.

9. Burp the baby after giving half of the bottle and again when finished.

C. Bathing

1. NEVER LEAVE THE CHILD ALONE IN THE TUB, EVEN FOR A SECOND.

2. Bathe the child only if parents tell you to do so.

3. Do not get the water too deep or too hot.

4. Do not let the child turn on water accidentally.

D. Putting the child to bed

1. Find out the child's nightly routine and follow it.

2. Play quietly or read stories just before bedtime.

3. Check every 30 minutes after child goes to sleep.

4. Stay with child or leave a light on if child is afraid or lonesome.

E. Crying can be:

1. Expected from babies.

2. Caused by discomfort, e.g., baby needs to burp, have diaper changed, is hungry, thirsty, too hot or too cold, tired or sleepy.

3. Because some babies must cry to get to sleep.

4. Due to pain such as gas, earache, or an open pin.

5. Because baby is lonesome.

6. Because baby might be spoiled.

7. A clue that something is wrong. The sitter should be kind.

IV. Entertaining children

A. Under 6 months - squeaky rattling toys, toys too large to swallow, singing, talking, and rocking.

B. 6-12 months - blocks, balls, big box, pat-a-cake, and peek-a-boo games, singing.

C. 1-2 years - cuddly toys and pull-apart and stacking toys, stories, toys that promote filling, dumping, etc.

D. 3-5 years - simple games, pretending games, crayons, clay, wagons, slides, swings, dancing.

E. 5-7 years - active, challenging, creative games, drama, music, crafts.

V. Safety precautions

A. Do not sleep on the job.

B. Prevent falls by not leaving baby, and by closing stair gates, picking up toys, and keeping shoes tied.

C. Prevent burns by keeping matches away, and never allowing child near stoves, heaters, or hot foods. If clothing catches on fire wrap child in a blanket or rug and roll. If house catches on fire, get children outside first, then call fire department from neighbor's house or the nearest phone.

D. Prevent cuts and scratches by keeping harmful things (pins, knives, scissors, sharp toys) out of reach.

E. Keep poisons and cleaning materials out of reach. This includes houseplants, cosmetics, lotions, shampoo, etc.

F. Prevent choking by checking the floor for small objects such as coins, marbles, buttons, etc.

G. Do not allow children to play with plastic bags, as they can smother.

H. Do not talk on the phone or watch television when children are not in sight. Do not wear headphones; you cannot hear doorbell, telephone, or children crying. (TM 3)

I. When outside:

1. Avoid swimming pools, streets, driveways.

2. Keep child's shoes on.

3. Avoid animals.

J. Keep yourself safe.

1. Lock doors when you are outside or inside the house.

2. Never tell a phone caller the parents are not at home. Say they are busy. Ask caller to leave a number so the call can be returned later.

3. Never give your name or anyone's name on the phone even if caller insists. Report obscene or threatening calls.

4. Never allow a stranger in the house even if s/he shows you identification or insists.

5. Do not be afraid to call the police if you think there is a prowler.

6. Learn emergency procedures in case of a storm or fire.

7. Avoid any situations that could start a fire.

8. Never allow an intoxicated person to drive you home. Call your parents.

VI. Simple first aid

A. Give lots of sympathy and love.

B. Little burn or bump - apply cold water or ice cube.

C. Small cut or scrape - wash gently with soap and water. Apply first aid cream and band-aid.

D. Report all injuries to parents.

E. If child takes a bad fall or has other serious injuries or animal bite, call parents, neighbor, doctor or emergency squad, depending on the severity.

VII. Babysitting etiquette

A. Honor the family's privacy. Do not gossip about family problems.

B. Do not snoop through mail, drawers, closets, etc.

C. Do not invite friends over or talk on the phone without permission.

D. Be polite.

E. Avoid objectionable language, even if you are allowed to use it at home.

F. Handle breakable items carefully.

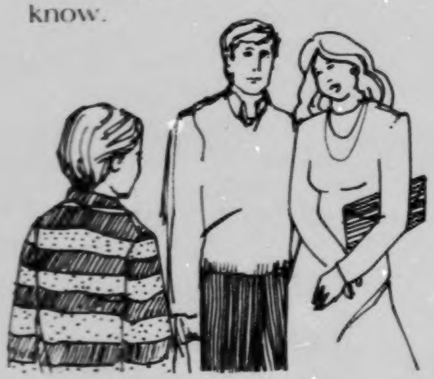
G. Ask permission to use TV or stereo.

H. Clean up any messes you or the children made.

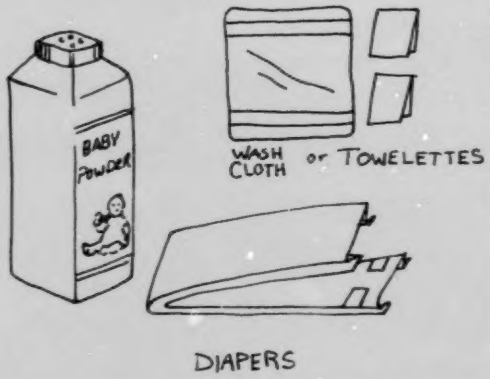
HOW TO CHANGE A DIAPER

Never Leave Child, Even For A Second!

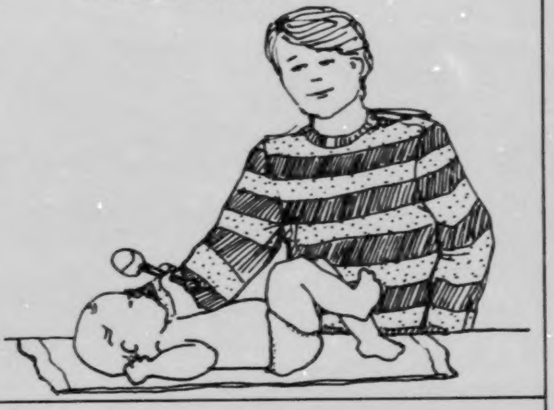
1. Before parents leave, ask where supplies are located and how to dispose of soiled diapers. Ask questions about anything else you need to know.



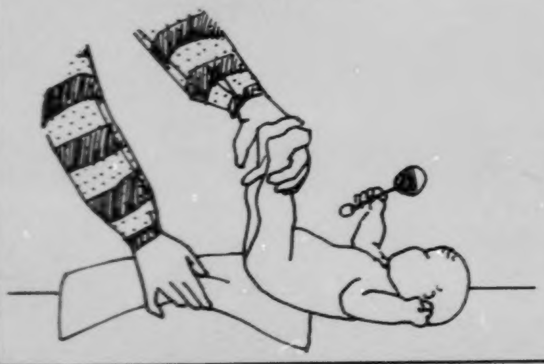
2. Assemble supplies you will need



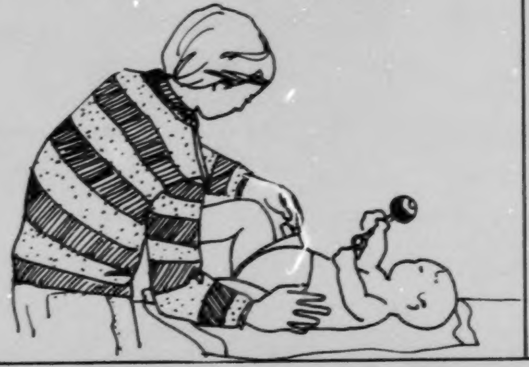
3. Use changing table, bed or floor. Place towel or pad on surface. Give child a small lightweight toy to hold as entertainment.



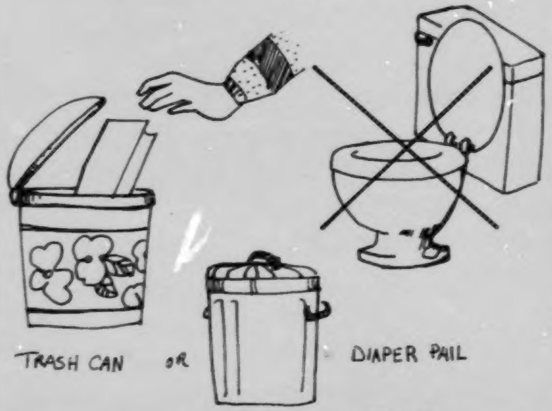
4. Remove diaper. Raise baby by holding heels up with your finger between the ankles. Wash diaper area. Work quickly. Sometimes babies wet while the diaper is off.



5. Unfold diaper. Lift baby again and slide diaper under. Bring front over the tummy and tape or pin. Hold your fingers between diaper and baby if you use a pin.

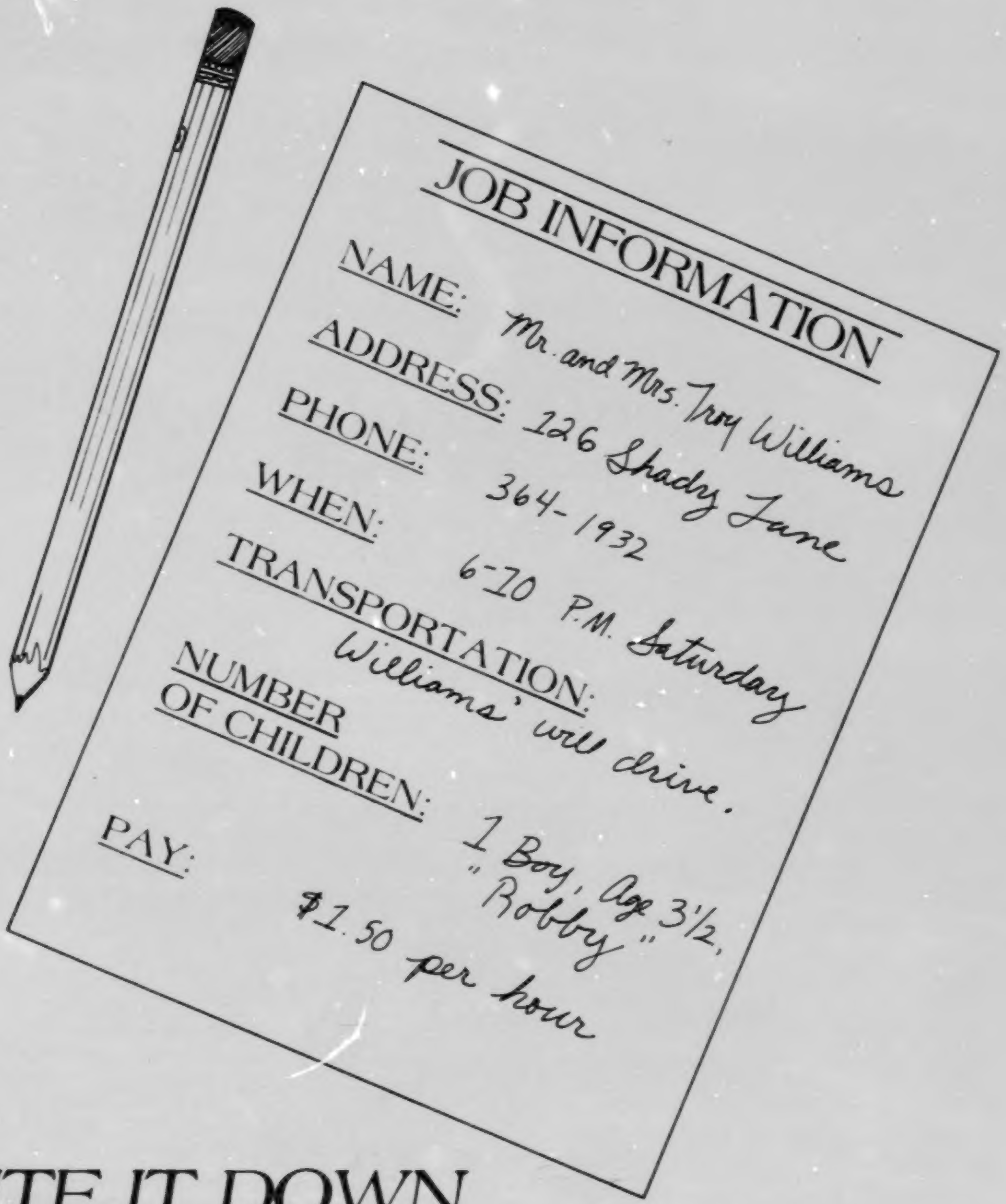


6. Dispose of soiled diaper according to parents' instructions. DO NOT FLUSH IT DOWN THE TOILET.



TM 1

When Making Arrangements For A Babysitting Job, Find Out The Following Information:



JOB INFORMATION

NAME: Mr. and Mrs. Troy Williams

ADDRESS: 126 Shady Lane

PHONE: 364-1932

WHEN: 6-10 P.M. Saturday

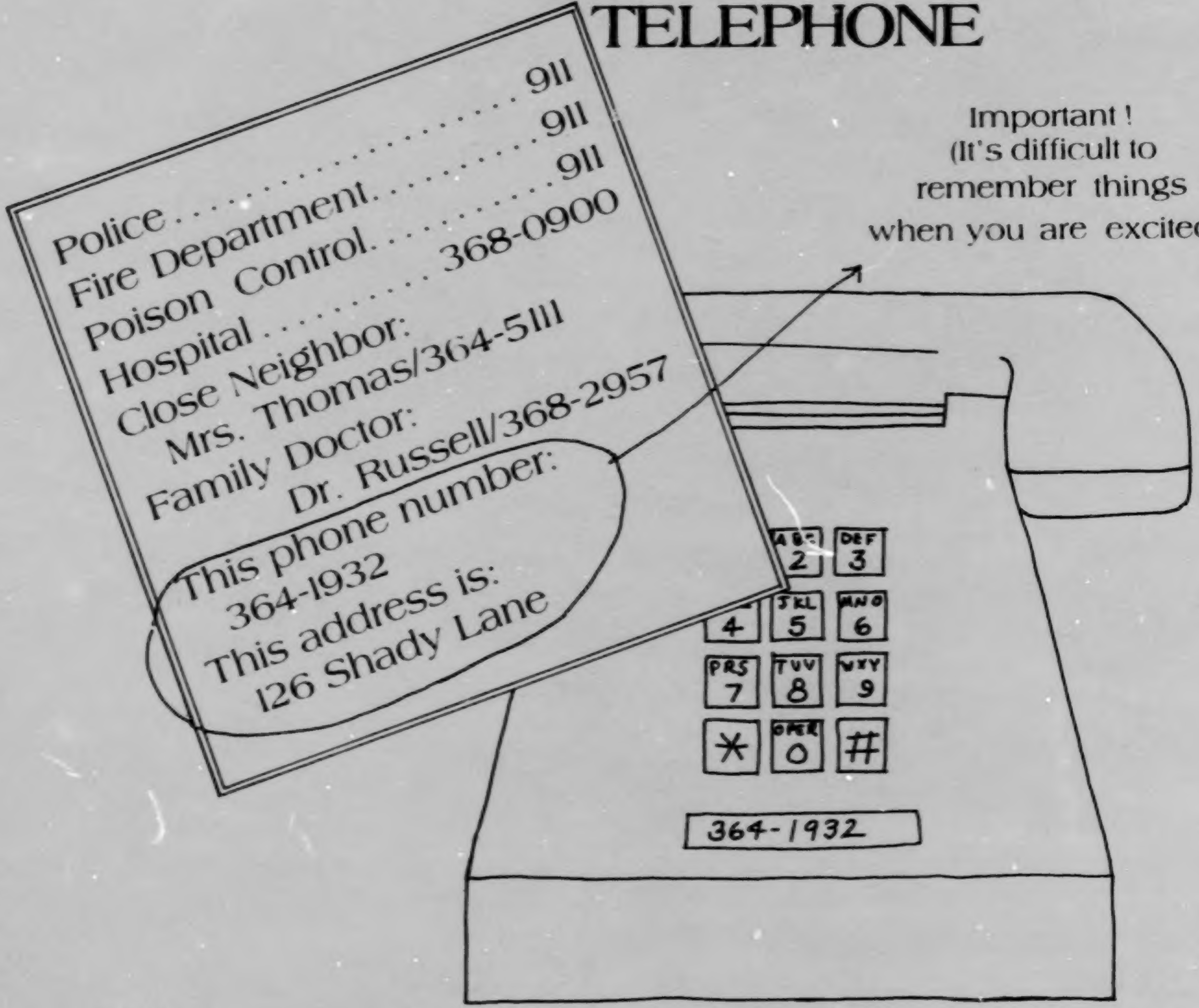
TRANSPORTATION: Williams' will drive.

NUMBER OF CHILDREN: 1 Boy, Age 3½, "Robby"

PAY: $1.50 per hour

WRITE IT DOWN

EMERGENCY NUMBERS TO KEEP POSTED BY THE TELEPHONE

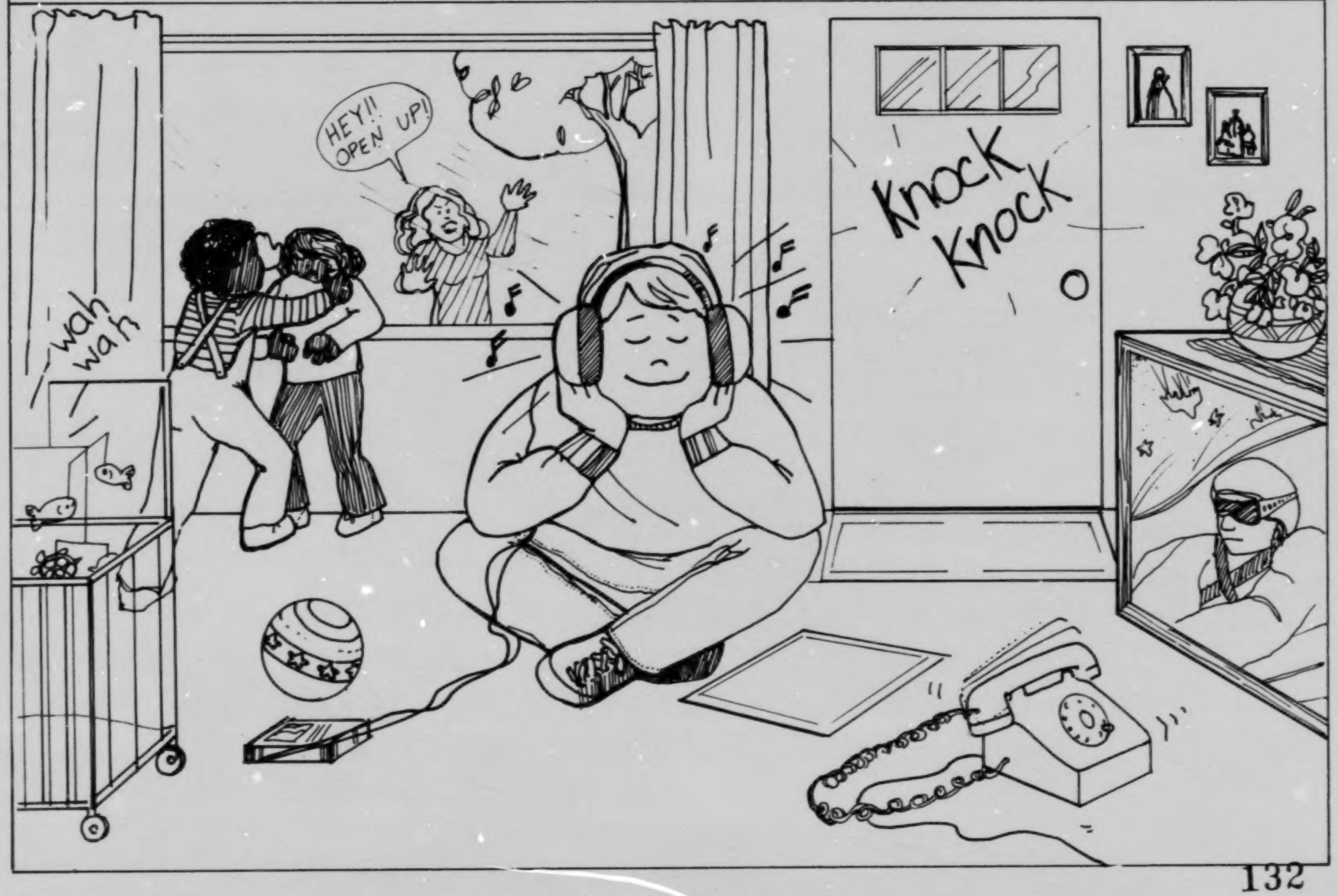


Police............911
Fire Department..........911
Poison Control...........911
Hospital..........368-0900
Close Neighbor:
Mrs. Thomas/364-5111
Family Doctor:
Dr. Russell/368-2957
This phone number:
364-1932
This address is:
126 Shady Lane

Important!
(It's difficult to
remember things
when you are excited.)

ABC 2
DEF 3
4
JKL 5
MNO 6
PRS 7
TUV 8
WXY 9
*
OPER 0
#
364-1932

LEAVE THE HEADPHONES AT HOME!


HEY!! OPEN UP!
wah wah
Knock Knock

NAME ______________________

Parenting Education
Unit III

HOUR ______________________

Assignment Sheet 1: What's the Solution?

Directions: Your teacher will assign you (and your partner) one of the following situations. Act out the best way to handle it. After you finish, the class will discuss the problem and your solution.

Situation #1: Joni, age 4, does not want her parents to leave her at home. She wants to go, too. She throws a temper tantrum as her parents go out the door.

Situation #2: Mr. and Mrs. Taylor ask you to wash all the dishes and clean the kitchen. It is obvious the dishes have not been washed for some time. They ask you to do this just as they are leaving. The children you are caring for are ages 3, 4, and 7 years old.

Situation #3: Your friend Kim has asked you to go with her to babysit the Abbott children. Kim suggests you explore Mrs. Abbott's jewelry box and also try on some of her make-up.

Situation #4: It is time for 6-year-olds Mark and Mike to go to bed. They tell you that every night they get a soda pop and candy bar before they go to bed and that they cannot go to sleep unless you let them have some.

Situation #5: The Andrews children get into a fight again for the tenth time.

Situation #6: You are sitting for the Burtons. The caller on the phone insists he must talk to Mr. Burton.

Situation #7: When the Greens return home it appears they may have had too much to drink. Mr. Green says he will drive you home.

Situation #8: The big chocolate cake looks delicious, and the refrigerator is full of good things to eat. Mrs. Wright did not tell you to help yourself. You are hungry.

Situation #9: You call some neighbors and tell them you want to start babysitting.

Situation #10: Mrs. Malone calls and asks if you are free to babysit Saturday night. You do not know Mrs. Malone.

Situation #11: Four-year-old Gary keeps getting out of bed.

Situation #12: Mrs. Russell gives you six dollars when she owes you seven dollars.

Situation #13: The smell of smoke makes you realize the house is on fire!

Assignment Sheet 1 (cont'd)

EVALUATION			
		Possible Points	**Your Score**
1.	Active participation	20	
2.	Active discussion	20	
3.	Appropriate behavior	20	
	TOTAL POINTS	**60**	

PARENTING EDUCATION

UNIT III

NOTES TO THE TEACHER

Preparation for the "Babysitting Game." (JS 2)

Make question cards by cutting out questions and pasting them on heavy paper or poster board. For ease in sorting, use a different color for each category. (Example: Put questions with a safety pin printed on them on blue cards, the bottle on white cards, and the duck on yellow cards.) On the back of each card, print the name of the category and the point value.

Use three boxes (containers) and tape a sign on each one to designate the point value of the questions it contains.

Put the questions in the box in such a way that the player cannot read the question being drawn. The questions can be stacked by category within the box, if desired.

Often students enjoy cutting and pasting and are willing to make the game cards.

Many students wear stop watches and enjoy timing the players.

NAME ______________________

Parenting Education
Unit III

HOUR ______________________

Job Sheet 1: How Does It Feel to Be a Small Child?

It is easier to understand a small child's problems if you know how a child feels. Try the following activities and tell how you felt.

I. **Equipment**

Large bowl, large spoon, towel, cereal and milk.

II. **Procedure**

Directions: Place a chair at a table so that you are sitting too low. (The table top should come about to the middle of your upper chest.) Put the towel around your neck for a bib. Use the hand you do not ordinarily use and try feeding yourself cereal and milk with the spoon that is too large from a bowl that is too large.

Tell how you felt. (Was it easy? Did you dribble?) How would a child feel?

Directions: Have someone feed you. Remember you cannot talk much yet.

How did you feel? (Did they feed you too fast? Were the bites too big?) How would a child feel?

Directions: Have someone wash your face with a cool wash cloth.

How did you feel? (Was the wash cloth too cold? Did you like your face covered?) How would a child feel?

Directions: Crawl on the floor.

What objects are you most likely to see? Why do you think children pick up things from the floor?

Directions: Put one arm up and imagine walking along with an adult holding your hand.

How many steps would a child take to every adult step?

If you were in a store, what would you be able to see if you were only two or three years old?

How would you tell your parents that you felt tired or hungry and wanted to go home?

How long can you hold your arm up without being uncomfortable?

Does the child deserve a spanking for crying in this situation?

Job Sheet 1 (cont'd)

EVALUATION

		Possible Points	Your Score
1.	Participated in experiment	20	
2.	Answered questions	20	
3.	Appropriate behavior	30	
	TOTAL POINTS	**70**	

NAME ______________________

HOUR ______________________

Parenting Education
Unit III

Job Sheet 2: The Babysitting Game

I. Equipment

Boxes labeled 5 points, 10 points, 15 points
Game cards (read notes to the teacher "How to prepare baby sitting game")
Stop watch or watch with second hand

II. Procedure

Directions: Divide into two sides. The game is played like a spelling bee, only the players answer questions instead of spelling words.

Appoint timekeeper and scorekeeper.

Questions are in three boxes labeled, "5 points", "10 points", and "15 points." Questions are labeled by category - Safety (safety pin), Playtime (duck), and Handling the Situation (baby bottle). The teacher has the answer sheet.

PLAYER #1

1. Decides how many points to play for.
2. Chooses a category.
3. Draws a game card of that category from the appropriate box.
4. Reads point value, category and question aloud.
5. Is allowed no longer than 30 seconds to begin answering the question. The judge checks the answer sheet to see if the correct answer has been given. The timer checks the stop watch to see if player begins to answer within 30 seconds after reading the question.

If the answer is correct, Player #1's team gets the points. The card is put into a discard pad. If Player #1 does not answer correctly, the first person in line on the opposing team tries to answer. If that player answers correctly, that team gets the points. The question is put on the discard pile. If the player cannot answer correctly, the card is put back in the question box. In either case, the next player on Team #1 draws a question and the game proceeds.

Penalty: If anyone harasses or helps any player, the opposite side receives points in the amount the player is trying for.

The first team to reach 100 points is the winner.

Job Sheet 2 (cont'd)

EVALUATION

		Possible Points	Your Score
1.	Active participation	20	
2.	Correct answer to questions	20	
3.	Appropriate behavior	20	
	TOTAL POINTS	**60**	

CARDS FOR GAME

1. Where is a good place to post emergency numbers?

5 pts.

2. Name 3 objects in the kitchen that would make safe toys.

5 pts.

3. __________should not be answered while you are giving the child a bath.

5 pts.

4. Name 3 ways you can prevent poisoning.

5 pts.

5. What kind of toys are safe types to play with?

5 pts.

6. Name 3 ways you can keep yourself safe when babysitting.

5 pts.

7. Give an example of how you can keep baby safe in the crib.

5 pts.

8. Name 4 emergency phone numbers you should have in a handy place.

5 pts.

9. Explain why the address and telephone number of the home where you are babysitting should be listed with the emergency numbers.

5 pts.

10. How do you avoid sticking the baby when you are pinning the diaper?

5 pts.

11. Why do you keep the child's shoes on outdoors?

5 pts.

12. Name 3 ways you can prevent burns.

10 pts.

13. Name 3 ways you can PREVENT the child from falling.

10 pts.

14. Name 4 objects that baby might find on the floor, and swallow.

10 pts.

15. What should be the babysitter's most important concern?

10 pts.

16. Give 2 safety pointers you should remember if a stove or fireplace is burning.

10 pts.

17. How do you keep a child safe in a high chair?

10 pts.

18. Why do you always keep plastic bags away from children?

10 pts.

19. What do you do if a stranger knocks at the door?

15 pts.

20. How do you treat minor cuts and scratches?

15 pts.

JS 2 (cont'd)

CARDS FOR GAME

21. How can you tell if the child has drunk poison?

15 pts.

22. How do you prevent children from locking themselves in the bathroom?

15 pts.

23. Why should you never depend on an identification card from a stranger who comes to the door?

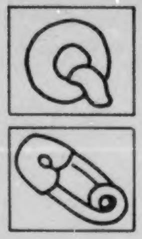
15 pts.

24. How do you treat a minor burn?

15 pts.

25. Give 3 reasons why a sitter must stay awake.

15 pts.


26. What do you do if you strongly suspect a child has drunk poison?

15 pts.

27. What do you do if clothing catches on fire?

15 pts.

28. Name 3 ways you can prevent cuts and scratches before they happen.

15 pts.

29. Name 3 important things to remember when giving a small child a bath.

15 pts.

30. How do you keep a child safe while playing outside?

15 pts.

31. Why do you avoid giving baby something heavy to hold while changing the diaper?

15 pts.

32. Why do you avoid talking on the telephone for over 3 minutes?

15 pts.

33. What do you do if an animal bites the child?

15 pts.

1. Name 3 toys a baby under 6 months would like.

5 pts.

2. Say "Here's the church - here's the steeple - etc." poem and do the hand motions.

10 pts.

3. How do you play "Farmer in the Dell"?

10 pts.

4. How do you play "Ring Around the Rosy"?

10 pts.

5. Say the "Patty Cake Game." Show how to do it.

10 pts.

6. Explain how to make shadows with your hands. Show the class how to make some shadow patterns.

15 pts.

7. Name 3 TYPES of activities you can play or do that do not cost money.

15 pts.

CARDS FOR GAME

8. Make up a short children's story and tell it as you would to a child.
15 pts.

9. What are some things you can bring from home for the children to play with that do not cost money?
15 pts.

1. What are some ways to get babysitting jobs?
5 pts.

2. How should you dress for the job?
5 pts.

3. Why do you avoid scary TV programs, especially at bedtime?
5 pts.

4. Never force a child to eat and be sure to tell parents what s/he ______.
5 pts.

5. Should you cut a piece of that delicious chocolate cake?
5 pts.

6. Name 3 foods that would make a nutritious snack for a small child.
5 pts.

7. If you catch a cold or become ill after accepting a job, what should you do?
10 pts.

8. If medication is to be given, what is a good rule to follow?
10 pts.

9. What information should your own parents have about the job?
10 pts.

10. What things do you and the parents decide before you take a job?
10 pts.

11. How do you get the child ready for bed?
10 pts.

12. What do you do if you hear strange noises?
10 pts.

13. Give 3 rules about phone calls you receive or make while babysitting.
10 pts.

14. How can you prevent fussing and fighting among the children you are sitting for?
15 pts.

15. What should you do when the parents return?
15 pts.

16. Is it permissible to have friends over while you are babysitting?
15 pts.

17. Give 4 reasons why a baby may cry.
15 pts.

18. Why do you keep the child's (and your own) shoes tied?
15 pts.

CARDS FOR GAME

19. How do you prepare to give the bottle?

15 pts.

20. What do you tell a telephone caller who asks for the parents?

15 pts.

21. What can you do if the child cries when the parents leave?

15 pts.

22. When you have to spoon feed a child, what are some things to remember?

15 pts.

23. What do you do if the child cries at bedtime and does not want to go to bed?

15 pts.

24. What foods can cause a small child to choke?

15 pts.

25. What are some rules about the babysitter eating food?

15 pts.

26. How often should you check a sleeping baby?

15 pts.

27. How do you handle a temper tantrum?

15 pts.

28. What do you do if the child is afraid of the dark at bedtime?

15 pts.

29. What types of games should be played before bedtime so the child will be able to go to bed and sleep more easily?

15 pts.

30. How can you stay awake if you are getting sleepy?

15 pts.

31. Should you spank or hit the child? Why or why not?

15 pts.

32. What is the rule about the sitter playing the television after the children are in bed?

15 pts.

33. Give 4 examples of good manners the babysitter should remember.

15 pts.

34. What are the responsibilities of the parents?

15 pts.

35. What are the responsibilities of the babysitter?

15 pts.

10. Name three outdoor activities most children enjoy.

15 pts.

11. How do you play "Red Light, Green Light"?

10 pts.

12. Sing the "Itsy-Bitsy Spider" song.

10 pts.

JS 2 (cont'd)

Answers to Babysitting Game JS 2 (cont'd)

1. By the telephone
2. Plastic or wooden spoons, plastic bowls, cups, pots and pans, empty boxes, dish towel
3. Phone or door
4. Keep medicines in locked cabinet, keep household cleaners where they cannot be reached, keep plants and common household items such as cosmetics out of reach, watch the children.
5. Toys without parts that can be removed, toys too large to swallow, toys with no sharp corners or edges, washable, soft.
6. Lock the doors, do not admit strangers, learn emergency procedures, call police if you think there is a prowler, never give your name on the phone, don't tell people no adult is present.
7. Put up the sides.
8. Fire, police, poison control center, neighbor's number, emergency squad, ambulance.
9. In an emergency you may become excited and forget them.
10. Put your hand between the diaper and the baby.
11. So the child won't step on something or cut his/her foot.
12. Do not play with matches, stay away from stove, turn pot handles inward, do not carry hot food across the room if the pot is too full, use a dry potholder.
13. Keep gate across stairs, watch so child doesn't climb, use safety straps on high chair or stroller, put up side of bed.
14. Coin, pin, rock, marble, small toy, etc.
15. Keeping the children safe.
16. Use a screen in front of the fireplace, keep away from the stove, do not add too much fuel.
17. Use a strap.
18. The child could smother.
19. Do not say parents are not at home, and do not let the stranger in. Have screen locked.
20. Wash gently, apply first aid cream and band-aid.
21. An empty bottle, smell their breath, crying, they may tell you.
22. Stuff the door jamb with paper.
23. It may be phoney. No stranger should be let in unless parents told you they were expecting someone.
24. Apply ice or cold water.
25. Baby may awaken, let parents in the house, in case of fire.
26. Call poison control center, call police to take you there, take bottle with you, call parents.
27. Wrap up in a rug or blanket and roll. Do NOT run.
28. Keep shoes on outside, do not play with scissors or knives, avoid toys with sharp edges, do not allow children to pick up broken glass, etc.
29. Don't leave child alone; keep child's hands away from faucet handles, not too much water, test water temperature.
30. Keep away from street, swimming pool, keep gate closed, watch child at all times.
31. It could drop on baby's face and chip a tooth or cause a bruise.
32. Children may get into trouble, parents may be trying to call.
33. Call parents immediately, if strange animal call police, get a description of the animal. Wash the bite well under running water.

Answers to Babysitting Game (cont'd) JS 2 (cont'd)

1. Rattles, mobiles, rubber chew toys, soft, squeezy toys, large wooden beads
2. Here's the door and here are the people.
3. Sing the song. If there are enough children in group, demonstrate "taking" wife, child, etc. to center of circle.
4. Form circle, say "Ring around-a-rosey, pocket full of posey. Ashes, Ashes, we all fall down."
5. Demonstrate finger motions while reciting verse.
6. Hold hands between light and wall, making shadow objects.
7. Singing, dancing, story-telling, drama, games
8. Story made up and told by student.
9. Magazines to cut, pieces of cloth to cut and paste, colored paper, newspaper.
10. Playing ball, swinging, tag, hide and seek, running, etc.
11. Players line up. They move toward the finish line when leader calls "Green Light." They must stop when leader calls "Red Light." First player to reach finish line wins.
12. "The Itsy-Bitsy Spider climbed up the water spout. Down came the rain and washed the spider out. Out came the sun and dried up all the rain, and the Itsy-Bitsy Spider climbed up the spout again."

1. Tell friends, neighbors, relatives.
2. Clean, washable clothes, no jewelry.
3. Child can't sleep.
4. Ate
5. Only if parents invited you to do so.
6. Fruit, milk, cheese, crackers
7. Cancel
8. Write down directions.
9. Address, phone number, name of people.
10. Time, pay, transportation, number of children, if there is any extra work, ages of children.
11. Wash hands and face, brush teeth, play quietly, follow child's usual routine.
12. Try to find out what is causing them; may be furnace coming on, branches scratching window, screen door, etc.
13. Do not talk long. Do not give your name or tell them the parents aren't at home. Write down all messages carefully.
14. Have play activities planned for them and play with them.
15. Tell them important happenings, and give them all their messages.
16. Not unless the parents approve. Not if you will spend more time with your friend than taking care of the children.
17. Uncomfortable, sick, lonesome, needs to go to sleep.
18. May trip and fall.
19. Have bottle at room temperature or warm, put a towel on your "burping" shoulder.

Answers to Babysitting Game (cont'd) JS 2 (cont'd)

20. The parents are busy, may I take a message and have them phone back?

21. Try to distract them; if you can't, leave them alone and start playing a game by yourself, turn on flashlight, etc. They may become interested and quit crying.

22. Be patient, don't give too much too fast.

23. Sit with child, tell stories.

24. Hard foods, candy, popcorn, nuts, corn, peas, beans

25. Eat if you have been told you could. Eat reasonable amounts.

26. Every 30 minutes.

27. Try to distract them; if you can't, let them cry.

28. Stay with child or leave a light on.

29. Quiet games

30. Drink cola, tea, coffee, eat something, wash face and hands in cool water, do exercises

31. Never. It is not your child; it could cause problems; you might hit too hard.

32. Have permission, play softly so the child cannot hear; if they can hear, don't play exciting stories.

33. Keep the family's privacy, don't snoop. Don't invite friends over to use TV or stereo or eat without permission. Avoid leaving a messy house.

34. Pay immediately, keep the hours promised, be sober when driving, pay extra for extra chores, have the house reasonably clean.

35. WATCH THE CHILDREN AND KEEP THEM SAFE. Follow instructions, avoid spanking or hitting, keep your commitment unless you become ill.

PARENTING EDUCATION

UNIT III

UNIT TEST

Directions: Circle the phrase that best completes each sentence.

1. To prepare for babysitting, it is helpful to (watch someone with experience) (wait and see what happens on the job).
2. It is safer not to (advertise in newspaper or on radio) (talk to your neighbors and relatives) when you are looking for a babysitting job.
3. When making arrangements, (try to remember) (write down) the information.
4. When dressing for the job, remember to (wear a necklace) (leave your jewelry at home).
5. Before parents leave, write down (where they can be reached by phone) (how much you'll be paid).
6. It will be easier to get the children to bed if you know their (favorite snack) (routines and customs).
7. The most important responsibility of the babysitter is to (watch television) (watch the children and keep them safe).
8. One responsibility of the parents is to (pay on time and pay fairly) (have the children ready for bed).
9. When changing a baby's diaper remember to (tell the baby not to move) (keep one hand on the baby at all times).
10. When feeding a child a snack, give (nutritious food) (whatever the child asks for).
11. Never give food to a child that might cause choking. Avoid (nuts, popcorn, hard candy) (bananas, cereal, crackers).
12. Even if the phone or doorbell rings while you are bathing the child, you should (never leave the child alone in the tub) (answer it quickly).
13. When putting a child to bed, it is helpful to (do exercises or run) (play a quiet game or read a story).
14. Before tiny babies can go to sleep, sometimes they have to (be told to be quiet) (cry a little).

15. First aid for a minor burn is to (apply ice) (ignore it).

16. Avoid watching television or talking on the phone when (the children are not in sight) (the children are sleeping).

17. If the children are playing outside, have them stay away from (the swingset) (strange animals).

18. Keep yourself safe by (keeping the doors locked) (not eating anything).

19. A good babysitter will (send the children to play at a neighbor's) (play with the children and not sit around).

20. (Gossiping) (Worrying) about the family shows very bad manners.

PARENTING EDUCATION

UNIT III

KEY TO UNIT TEST

1. watch someone with experience
2. advertise in newspapers or on radio
3. write down
4. leave your jewelry at home
5. where they can be reached by phone
6. routines and customs
7. watch the children and keep them safe
8. pay on time and pay fairly
9. keep one hand on the baby at all times
10. nutritious food
11. nuts, popcorn, hard candy
12. never leave the child alone in the tub
13. play a quiet game or read a story
14. cry a little
15. apply ice
16. the children are not in sight
17. strange animals
18. keeping the doors locked
19. play with the children and not sit around
20. gossiping

CLOTHING MANAGEMENT

UNIT IV

UNIT OBJECTIVE

Upon completion of a 9- or 12-week exploratory class in clothing management, the learner will be able to operate a sewing machine and make a project requiring the use of the sewing machine and basic sewing equipment and materials.

This knowledge will be evidenced by the satisfactory completion of job and assignment sheets required to make a sewing project in a given amount of time and by scoring 85% on the evalaution.

Upon completion of the 18-week exploratory class in clothing management, the learner will be able to operate a sewing machine and make a project requiring the use of the sewing machine and basic equipment and materials. The learner will also demonstrate a basic knowledge of how to launder and store clothing.

This knowledge will be evidenced by the satisfactory completion of all job and assignment sheets and by scoring at least 85% on the evaluations and test. The number of lessons chosen for the 9, 12, and 18-week classes should be determined by the amount of time to be spent on this unit and by the needs of individual classes.

SPECIFIC OBJECTIVES

After the completion of this unit, students should be able to:

1. Recognize the correct procedures for threading and operating a sewing machine.
2. Demonstrate the correct procedures for completing an apron project.
3. Demonstrate the correct procedure for completing a pillow project.
4. Demonstrate the proper procedures for cleaning work area.

5.1. Match manufacturers' care labels with their correct meaning.

5.2. Identify correct technique for sorting clothing.

5.3. Explain appropriate procedures for machine washing and drying of clothing.

5.4. Explain appropriate procedures for hand washing of clothing.

5.5. Recognize proper storage procedures for clothing.

CLOTHING MANAGEMENT

UNIT IV

SUGGESTED ACTIVITIES

I. Instructor
   A. Provide students with unit objectives.
   B. Provide students with information sheets, assignment sheets, and job sheets.
   C. Discuss unit and specific objectives.
   D. Provide resources for the completion of unit activities.
   E. Make transparencies.
   F. Discuss assignments to be completed by students.
   G. Evaluate student assignment sheets, job sheets, and unit test.

II. Student
   A. Read objectives.
   B. Read information sheets, assignment sheets, and job sheets.
   C. Discuss assignments to be completed with the instructor and other students.
   D. Complete the assignment sheets and job sheets.
   E. Take unit test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:
   A. Objective sheet
   B. Information sheets
   C. Handouts
      1. HO 1: Troubleshooting the Sewing Machine
      2. HO 2: Materials Needed for the Apron Project

3. HO 3: Pinning the Pattern to the Fabric

4. HO 4: How to Cut Out a Pattern

5. HO 5: "Stitch and Stuff" Pillow Project - Letter to Parent

D. Transparency masters

1. TM 1: Amigo Mouse Says "Share the Sewing Machine"

2. TM 2: Threading the Top Thread

E. Assignment sheets

1. AS 1: My Share in Family Clothing Care

2. AS 2: What Do I Wear?

3. AS 3: What's the Right Label?

4. AS 4: Sorting Laundry

F. Answers to assignment sheets

G. Job Sheets

1. JS 1: Getting Acquainted with the Sewing Machine

2. JS 2: Threading the Top of the Sewing Machine

3. JS 3: Filling the Bobbin

4. JS 4: Inserting the Bobbin Case and "Going Fishing"

5. JS 5: Removing the Bobbin Case and Bobbin

6. JS 6: The Chef's Apron Project

Part 1 - Make It Fit

Part 2 - Cut It Out

Part 3 - Pinning and Ironing the Hem

Part 4 - Hem It Up

Part 5 - Making and Attaching the Pockets

Part 6 - Attaching the Neck Band and Ties

Part 7 - The Finishing Touches

Part 8 - Progress Check Sheet
Part 9 - Evaluation

7. JS 7: "Stitch and Stuff" Pillow Project

Part 1 - Designing the Pattern

Part 2 - Pinning and Cutting the Pattern

Part 3 - Sewing Practice Pillows

Part 4 - The "Real Thing"

Part 5 - Stuffing and Hand Stitching

Part 6 - Evaluation

8. JS 8: Let's Do a Scientific Laundry Experiment

9. JS 9: Let's Play "Laundry Day Checkers"

10. JS 10: How Should I Store Clean Clothing?

H. Unit test

I. Answers to unit test

II. References

A. Additional classroom materials, including posters and diagrams of the Bernina sewing machine, can be obtained by writing to:

Diana Schlumpf, Educational Director
Swiss Bernina, Inc.
534 West Chestnut
Hinsdale, IL 60521

B. Sewing practice papers are available from:

Sears Roebuck and Co.
Sewing School Coordinator
Dept 620
Sears Tower
Chicago, IL 60684

C. Educational material:

Singer Co.
Order Entry Dept.
313 Underhill Blvd.
Syosset, NY 11791

CLOTHING MANAGEMENT
UNIT IV

NOTES TO THE INSTRUCTOR

1. This unit is designed to prepare students for advanced classes in clothing construction. Additional material related to clothing management is contained in other units of this guide. Students learn some aspects of clothing selection in the Resource Management unit and how to repair clothing in the unit on Personal Management.

2. We recognize that there are many good sewing machines; however, the author is most familiar with the Bernina. You should adapt procedures to your own sewing machine.

3. For 9 or 12-week classes, the section on laundry may be used as supplemental lessons for students who complete their sewing projects ahead of schedule.

4. Students are encouraged to use fabric and supplies they already have at home. It is wise, however, for them to check with the teacher to see if they have the right materials. Students with a financial problem should have their parent contact the school or the teacher.

Points to Ponder Before Beginning to Sew

5. Wonderful things happen in the classroom when both the teacher and pupils feel successful. This unit can be a very important step toward attaining that goal. Here are some tried and true suggestions to help make the unit enjoyable and profitable for you and your students.

    a. Avoid long projects. Two or three weeks is long enough to work on each project. Students become tired and the material starts to look like a rag.

    b. Choose a project which teaches many new skills. Once a teacher proudly displayed a large hooked rug her student had made. The child had spent 9 weeks of class time working on it. What did that pupil learn after the second or third day? Couldn't the rug have been finished at home? The project was beautiful, but the student was cheated out of learning many skills in that amount of time.

    c. Both boys and girls enjoy learning to use a sewing machine and both are equally talented.

    d. The enthusiasm and excitement shown by the students is refreshing. Be prepared to hear lots of comments like "Oh, neat!"

e. Many students considered below average can do excellent work when given the opportunity to work with their hands. It can be a real help in building self confidence. Your class can be a bright spot in this student's otherwise frustrating world.

f. There are many opportunities for "instant successes" daily. Students are often surprised at their own ability.

g. Praise should flow freely for even the smallest successes. This unit affords many opportunities for individual positive reinforcement.

h. Casual conversation gives an opportunity to become personally acquainted with each student. Couple this with praise and you have an extremely valuable tool for good discipline and classroom management.

i. Good, detailed instruction is very important. The students will try hard to please if they know exactly what to do.

j. If you want students to remember a point, work it into a story or humorous incident. Information presented in this way is easier to remember than plain, unadorned facts, and these basically happy children love to laugh.

k. Your personal rewards will be many. You will also delight in each student's successes. Teaching this unit will be gratifying.

About the Apron Project

6. The apron project can be done with no trim for a short project, or with trim if you have more time.

7. Although you may not wish to make a chef's apron, the sewing techniques described in this unit may be helpful to you. Beginners need everything spelled out for them IN DETAIL; with careful instruction, they will do excellent work.

8. Trims can be varied. Use "Stitch Witchery" and iron-on designs or appliques. Use various trims (which will need to be hand-basted) or liquid embroidery. Use the applique stitch to write something simple or use fancy machine stitches. If you have a Bernina sewing machine, use the darning foot and machine embroidery. Students this age can write with the sewing machine, and they enjoy doing it. (Open needle machine embroidery IS NOT RECOMMENDED).

9. Jeans pocket shape is very popular. Give students a choice of pocket shapes. Make up your own patterns. If students make their own patterns watch to make sure they get them big enough.

10. Discourage the use of contrasting thread, as mistakes show too easily.

Several weeks before this project is to begin and before materials are purchased for constructing the aprons, the following points should be addressed:

11. Check with local stores to make sure all the materials will be available (especially if you have a large number of students). You may wish to determine if some merchants give student discounts. (Check with your administration to find out if it is permissible to hand out discount cards in the classroom.)

12. Butcher's apron patterns may be found in many pattern books. Use them to cut your own in sizes x-small, small, medium, and large. Use butcher paper (in different colors for different patterns) to cut many patterns.

13. Discuss in class what the students will need to know when purchasing their materials. You may wish to encourage students to do their own shopping as part of the learning experience.

14. Points to emphasize:

    a. Do not buy more material than you need.

    b. Show students the package of twill tape and emphasize reading the label to make sure it is twill tape and is the correct width.

    c. Find the right materials by reading signs above bolts of material, the label on the end of the bolt, or by asking the clerk for assistance.

    d. Unless they are closely woven, some lightweight materials such as broadcloth are stretchy and hard to hem.

About the Pillow Making Project

15. This project is used by all Columbia, Missouri Junior High Schools. It was submitted by Susie Cox, Instructor at Jefferson Junior High School.

16. Some pillows can be finished in two class periods, once the actual sewing is started, so it is an excellent project for a short term unit.

17. Send a letter to the parents explaining supply requirements. Allow 2-3 weekends to shop so there is a better chance of getting stuffing on sale. Notify students if you happen to know when stuffing is on sale. A sample letter used by Jefferson Junior High is included for your convenience. It may be directly copied. (HO 5)

18. Be prepared to present ideas to the students. Start a collection of pillow ideas.

19. If commercial patterns are used, cover them with self-adhesive plastic. Allow students to share patterns by tracing them on newsprint or other similar paper.

20. The Job Sheets can also serve as progress charts.

Ideas for Additional Sewing Projects

We have given you detailed instructions on two sewing projects. Other ideas are:

21. Locker storage accessory bags - hang on locker door for holding pencils, lunch tickets, notes, etc.

22. Laundry bags - make during clothing care section.

23. Pin cushion

24. Cloth picture frames

25. Storage bag for socks, shoes, hose, etc.

26. Friendship pillow - friends sign blocks, student embroiders over signatures then sews blocks together for pillow.

27. Puppets

28. Hanging bag with pockets to held cassette tapes.

29. Hot pads

30. Towels to hang on the refrigerator

31. Simple stuffed toys - these could be made during parenting education unit.

32. Car wash mitt

About Sharing Family Clothing Care

33. Discuss the cost of replacing clothing ruined by improper laundry methods. You may wish to provide catalogs so students can look up prices. Students may not realize how expensive it is to replace ruined clothing.

34. Discuss laundry accidents the students have had and how they could have been avoided.

35. Conduct a clothing storage experiment by storing clothing items in the following manner for several days. Observe the results.

    a. Crumpled in a box

    b. Smoothed on a hanger

c. Folded

d. Folded over a wire hanger (perhaps use damp jeans)

e. Folded over protected hanger

f. Use a designed hanger.

36. Show different types of hangers and discuss their uses.

37. Ask students to do a homework assignment by cleaning and rearranging a closet or drawer. Have parent fill out an evaluation sheet. The class could develop the evaluation sheet. This could also be an extra credit assignment.

38. Ask student to do or sort family laundry under parental supervision as extra credit. (Perhaps not all parents would want to participate.) Have parents fill out evaluation.

39. Discuss reasons for and proper use of liquid fabric softener or dryer sheets.

40. Experiment with stain removal by conducting a lab similar to the laundry experiment. You may wish to try stain removal before and after laundering. Probably students would enjoy staining fabric. (Example: Have students take white fabric outside and get grass stain on it.)

CLOTHING MANAGEMENT
UNIT IV

INFORMATION SHEET

I. Procedures for threading and operating a sewing machine. (HO 1; TM 1 and 2; JS 1, 2, 3, 4, and 5)

A. Set directly in front of the machine.

B. Turn the hand wheel toward you.

C. The thread take-up should be at the top.

D. Put paper or fabric under presser foot.

E. Use the presser foot lever to lower the presser foot.

F. Press the foot (knee) control to start the machine.

G. Do not push or pull the paper or material as you sew.

H. Be sure the needle is up and the take-up is at the top when you stop sewing.

I. Raise the presser foot when you finish sewing.

J. Use the instruction manual for threading and bobbin winding illustrations.

K. After the top of the machine is threaded properly and the bobbin is in place, bring up the bobbin thread loop and put both threads under the presser foot before starting to sew.

L. When you finish sewing, always backstitch so your threads do not pull out.

M. Cut your threads by using the thread cutter that is on the machine, or scissors.

II. Apron project (HO 2, 3 and 4; JS 6 Part 1 to 9)

A. Selection of pattern, fabric, and notions

B. Pinning pattern to fabric

C. Proper techniques for cutting out materials

D. Explanation for sewing in the proper place

E. Assembly of garment

F. Evaluation of project

III. Pillow project (HO 5; JS 7, Part 1-6)

A. Designing of appropriate pattern

B. Selection of fabric (i.e., consideration of color), notions, trim, and stuffing

C. Pinning pattern to fabric

D. Proper technique for cutting out material

E. Explanation for sewing in the proper place and clipping curves

F. Procedure for stuffing pillow properly and blending hem opening

G. Evaluation of project

IV. Proper procedures for cleaning work area

A. Sweep area around the sewing machine and work table.

B. Fold material neatly and place in tote tray.

C. Share with classmates in putting away classroom equipment.

V. Sharing the responsibility for family clothing care (AS 1, 2, 3, and 4; JS 8, 9, and 10)

A. Manufacturer's care labels

1. **Machine wash-warm** - set wash water on warm.
2. **Machine wash-hot** - set wash water on hot.
3. **Machine wash-cold** - set wash water on cold.
4. **Dry clean only** - send garment to the dry cleaners.
5. **Tumble dry remove immediately** - hang up the garment as soon as the dryer stops.
6. **Line dry** - do not put in dryer; hang on clothesline or hanger.
7. **Lay flat to dry** - put garment on a bath towel to dry; reshape it while wet.
8. **Tumble dry-low** - set dryer on low temperature.

9. **Do not add chlorine bleach** - read the label on the bleach bottle or box; if it is chlorine bleach, don't use it.

10. **Touch up with the iron** - parts of the garment may need ironing, such as seams, collar, and cuffs.

11. **Hand washable** - do not wash in a machine; wash in the sink with special soap; use lukewarm water. Do not dry in the dryer.

12. **Use cool iron** - set iron on low temperature setting.

13. **Drip dry** - do not allow article to spin dry; hang while wet.

14. **Wash colors separately** - do not wash with other clothing, because this garment may fade.

B. Sorting techniques

1. White clothing
2. Dark colored clothing
3. Clothing with red colors or colors that might fade
4. Delicate clothing
5. Heavily-soiled clothing
6. Clothing with light or medium colors
7. Clothing labeled hand wash
8. Clothing labeled dry clean

C. Machine washing

1. Check clothing for needed repairs.
    a. Do not wash clothing before rips and tears are mended.
    b. If you cannot repair an item yourself, ask someone who can.
2. Sort clothing according to color, fabric type, amount of dirt, and care label.
3. Wash each load separately.
4. Remove articles from pockets and close zippers.
5. Measure soap according to manufacturer's directions.

6. Be careful when adding bleach.
    a. Allow washer to fill first.
    b. Follow directions on the bottle or box.
    c. Do not use chlorine bleach if the garment label says not to.
    d. Be careful not to spill it on your clothing or the floor.
7. Do not wash towels with dark clothing, corduroy, sweaters, or washable woolens.
8. Overcrowding may prevent thorough cleaning of clothes .
9. Choose correct water level for the size of load.
10. Use liquid fabric softener or dryer sheets to soften clothes or remove static cling.

D. Machine drying
  1. Choose proper drying temperature.
  2. Remove clothing to be hung immediately
      a. Use special covered hangers or pants hangers to hang pants, jeans, and slacks.
      b. Use special hangers for skirts or pin to a wire hanger.
      c. Fold and smooth clothing that will not be hung.
  3. Overcrowding the dryer may cause wrinkled clothing and slow drying.
  4. Overdrying may
      a. Cause wrinkles.
      b. Waste energy.

DO NOT FILM THIS PAGE

E. Hand Washing
  1. Items that may snag or be twisted out of shape in the washer
      a. Nylon hose
      b. Items with lace or embroidery
      c. Sheer fabrics
      d. Wool sweaters, mittens, caps

F. Proper storage of clothing

1. Why
    a. Saves time.
    b. Helps clothing look better when you wear it.
    c. Helps clothing last longer.
2. How
    a. Avoid crowding clothing in closet or drawers.
    b. Hang pants by putting inside leg seams together and folding over a padded hanger.
    c. Button or zip clothing when you hang it.
    d. Insert hanger from the bottom of a knit top to avoid stretching the neck.
    e. Put nylon hose in a special container to avoid snagging.
    f. Fold pairs of socks together.
    g. Fold and neatly stack underclothing.
    h. If storage space is small
        1) Remove unwearable clothing
        2) Remove out of season clothing

Handout 1: Troubleshooting the Sewing Machine

WHY DID MY NEEDLE BREAK?

1. When you are reaching for the presser foot lever to raise and lower the presser foot, you may accidently pull up the presser foot clamp. It falls down and the needle hits it and breaks.
2. You may have sewn over a pin.
3. You may have tried to pull out the material with the needle down in it.
4. Pushing or pulling thick material through the machine may cause the needle to break.

DO NOT TRY TO CHANGE THE NEEDLE UNLESS THE TEACHER HAS SHOWN YOU HOW.

WHY DID MY MACHINE "LOCK"?

Did you:

1. Thread the machine correctly?
2. Lower the presser foot? (Put your foot down!)
3. Start with the thread under the presser foot?
4. Turn the hand wheel toward you?
5. Bring up the bobbin thread?
6. Pull the bobbin thread out of the "mouse house" by the "chimney"?
7. Put in a bobbin before sewing with the needle threaded?

Failure to do any of these things can cause the machine to lock.

Handout 2: Materials Needed for the Apron Project

On ________________(Date) you will need the following items:

1. 7/8 yard of medium-weight fabric. Some medium-weight fabrics are denim, chino, duck, poplin, sport cloth, sail cloth, kettle cloth, and cotton twill. **Do not buy lightweight** fabric such as broadcloth or gingham to make the apron and do not buy a knitted fabric, because these will be difficult for you to work with.

2. One small spool of thread that matches your fabric.

3. One package of twill tape 1-inch wide OR 2 yards of 1-inch wide grosgrain ribbon for the ties.

4. Some straight pins that **do not** have plastic heads. You will need approximately 100 pins and a pin cushion or small box to put them in.

5. Bring materials you have decided to use as trim. (It would be best to discuss your idea with the teacher first.)

MARK EVERYTHING WITH YOUR NAME.

If you want contrasting pockets, you will need 1/4 yd. fabric. Do not buy this unless you want pockets of a different color.

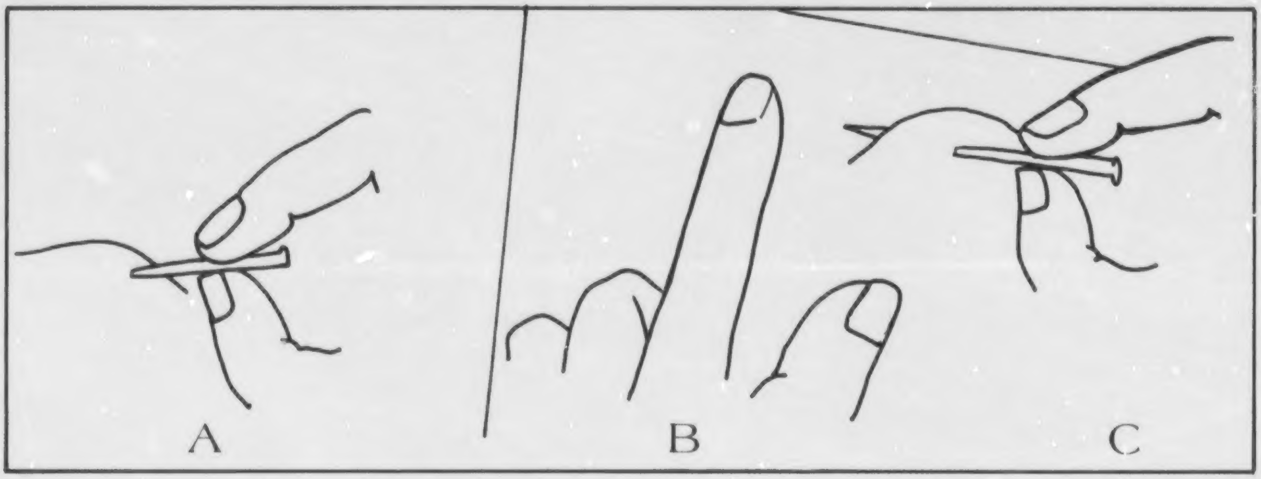
You may bring fabric you already have at home. Check with the teacher to make sure it is suitable. Don't buy things you don't need.

Please do your own shopping. You know what you need because the items were explained in class.

Handout 3: Pinning the Pattern to the Fabric

1. Pin the pattern to the fabric by picking up the pin with the thumb and first finger and inserting the pin through the pattern and fabric. (Look at illustration A.)

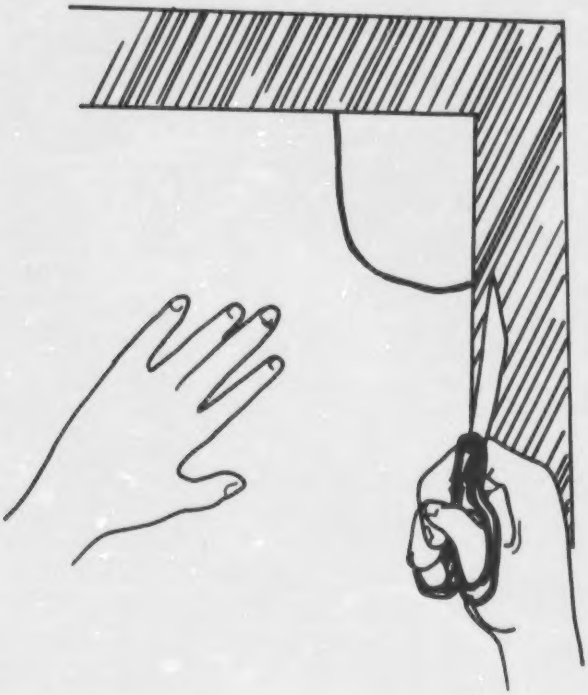
2. Place first finger of the other hand in front of where the pin will come back out of the material. (Look at illustration B.) Raise the pin so the fabric pulls up a little, then push the pin through the fabric. (Look at illustration C.)



3. Do not place pins over cutting line.

Handout 4: How to Cut Out a Pattern

1. Pick up the scissors with your thumb in the smallest part of the handle.
2. Place your other hand on the pattern close to where you intend to cut. Hold down the pattern with your hand as you cut.
3. Do not pick up the pattern and fabric. Leave them flat while cutting. The scissors tip should touch the table at all times. Use long cuts, not tiny snips. Look at the illustration below:



Handout 5: "Stitch and Stuff" Pillow Project - Letter to Parent

Date

Dear Parents

I hope you share the excitement and enthusiasm of your ___________ grader as we begin our "Stitch and Stuff" pillow unit in the Exploratory Block of Home Economics.

One of our objectives will be to operate a sewing machine safely - which will include learning some of its basic parts, how to thread it and how to wind a bobbin.

Another of our objectives will be to complete a project on time using class time efficiently. All work will be done in class unless other arrangements are made with the teacher for making up missed work due to absences.

The home economics department will supply all necessary small equipment such as needles, tape measures, seam rippers, shears, scissors, and white thread. However, students are to supply their own fabric, pins, and pin cushion.

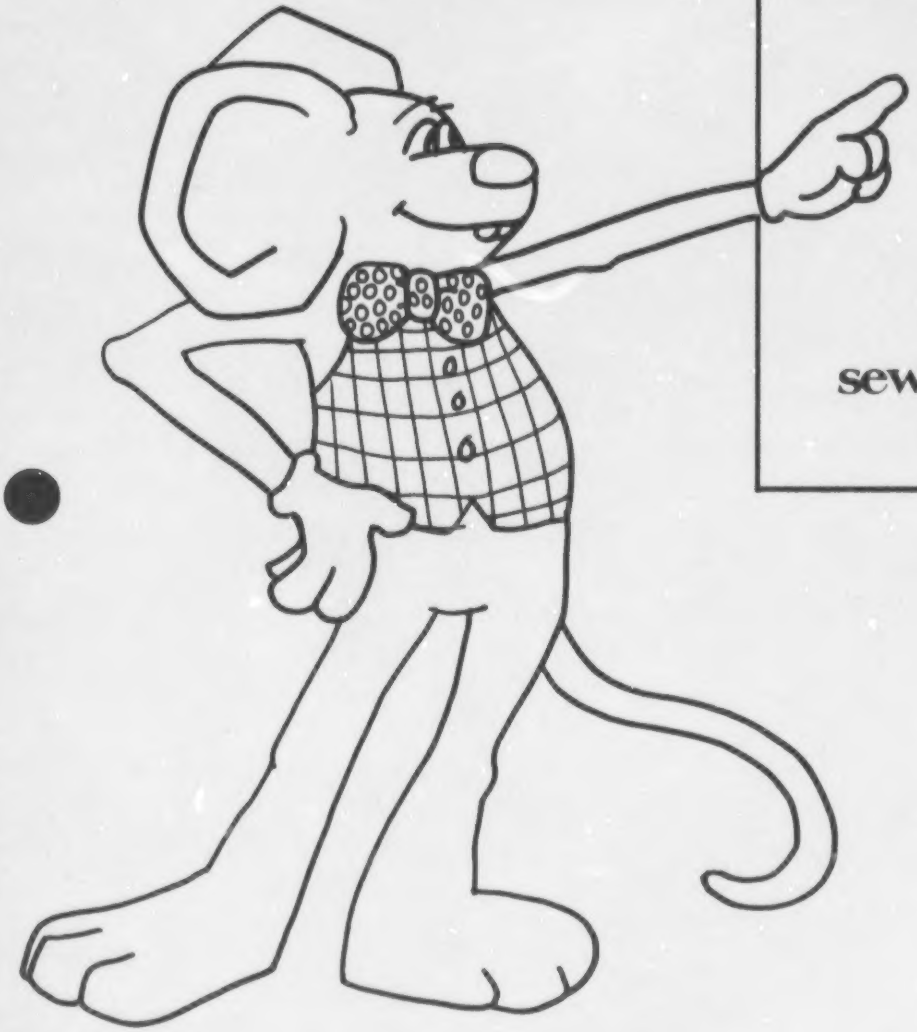
Students are encouraged to use fabrics they have at home or will have to purchase 1/2 yard of firmly woven cotton or cotton-blend fabric. (Denim, corduroy, flannel, and muslin are a few fabrics that would be suitable.) Polyester fiberfill or nylon stockings make excellent stuffing for the pillows. Please do not send shredded foam. If your student desires thread to match his or her fabric (other than white), that will also need to be purchased. Supplies for the pillow may be brought to school any time after _________________, but they must be in class by ________________ to allow sufficient time for the pillow to be completed.

If you have any questions concerning this unit, please feel free to call me at ____________.

Thank you,

Instructor

TM 1



AMIGO MOUSE SAYS:

Amigos

share

the

sewing machine.

Threading the Top Thread

1. Raise presser foot and take-up lever to their highest positions. ①

2. Place spool upon the pin and hold it with the right hand.

3. Pass thread with the left hand into the hook.

4. Draw thread into the slot of the tension.

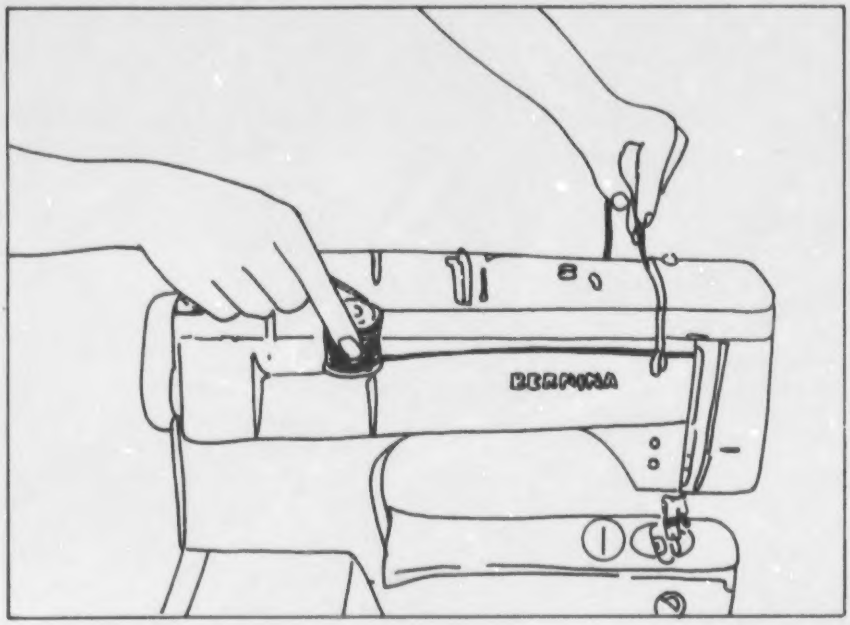
5. Hook thread into the the thread guide

6. Draw thread into the slot of the take-up lever.

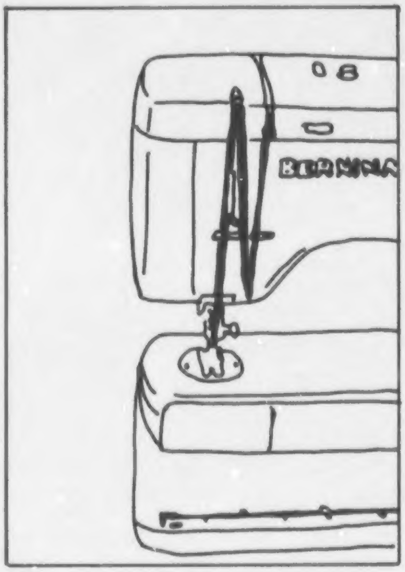
7. Pull thread down to the thread guide by the needle.

8. Thread the needle eye from front to rear and let thread project about four inches.

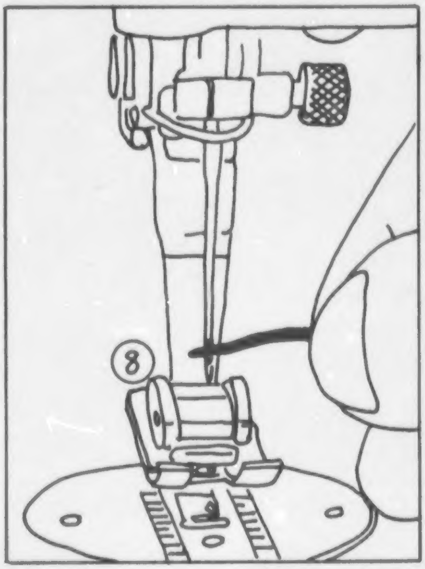
* Note: Substitute threading directions for your own machine. ⑧



Back view



Front view



NAME ____________________

HOUR ____________________

Clothing Management
Unit IV

Assignment Sheet 1: My Share in Family Clothing Care

Directions: Fill out the chart below, then answer the questions that follow.

Things I do to help	At least once a week or more often	Sometimes	Not at all
1. I take things off garments and out of the pockets before putting them in the laundry.			
2. I sort my own clothes for washing.			
3. I sort family clothes for washing.			
4. I wash several loads of clothing.			
5. I hang clothes for line drying.			
6. I read clothing care labels to see how garments should be laundered.			
7. I put clothing in the dryer.			
8. I hang clothing immediately after the dryer goes off.			
9. I iron my own clothing.			
10. I help iron for the family.			
11. I help fold clean clothing.			

Assignment Sheet 1 (cont'd)

Things I do to help	At least once a week or more often	Sometimes	Not at all
12. I put my own clothing away.			
13. I help with the family laundry at a laundromat.			
14. I hang up or put my clothing away after wearing it.			
15. I either repair clothing myself or report the need for repair to someone who can mend it.			

Describe how you store the following items:

a. Jeans

b. Shirts

c. Sweaters

d. Underwear and socks

e. Out-of-season clothing

f. Tee shirts

WHEN YOU COME TO SCHOOL, DO YOUR CLOTHES LOOK CLEAN, PRESSED, AND MENDED?

NAME ____________________

Clothing Management
Unit IV

HOUR ____________________

Assignment Sheet 2: What Do I Wear?

Directions: Below are articles of clothing you may have in your wardrobe. Check those you have and mark through those you do not have.

- ____ Jeans
- ____ Tee-shirts - dark color
- ____ Tee-shirts - light color
- ____ Dress shirts/blouses
- ____ Sport shirts
- ____ Sweat shirts - dark color
- ____ Sweat shirts - light color
- ____ Down or polyfill vest/jacket
- ____ Swim suit made from spandex
- ____ Cotton knit underthings
- ____ Silky knit lingerie
- ____ Colored socks
- ____ White sweat socks
- ____ Nylon hose
- ____ Sweaters
- ____ Tennis shoes (washable)
- ____ Pajamas or nightgowns
- ____ Pleated skirt
- ____ Dress pants/slacks
- ____ Sport coat/blazer
- ____ Suit
- ____ Sport uniforms
- ____ Jogging suit
- ____ Exercise or dance leotards and tights
- ____ Shorts
- ____ Mittens or gloves
- ____ Stocking caps
- ____ Cloth winter coat
- ____ Leather or vinyl jacket or coat

List other types of clothing not mentioned.

EVALUATION

		Possible Points	Your score
1.	Finished assignment sheet	20	
2.	Thoughtful answers	20	
	Total Points	**40**	

NAME ____________________

HOUR ____________________

Clothing Management
Unit IV

Assignment Sheet 3: What's the Right Label?

Directions: Match the care labels with the clothing. Place the letter of the correct article of clothing in the space to the left of the label.

___ 1. Machine Wash-Hot
Tumble Dry
Hang Immediately

___ 2. Machine Wash-Warm
Lay Flat to Dry

___ 3. Machine Wash-Warm
Hang to Dry

___ 4. Dry clean only

___ 5. Machine Wash-Warm
Tumble Dry-Low
Hang Immediately

___ 6. Hand Wash
Hang to Dry

___ 7. Machine Wash-Cold
Tumble Dry-Low
Wash Dark Colors Separately
Hang Immediately

___ 8. Hand Wash
Lay Flat to Dry

a. Ruffled lacey blouse

b. Dark tee shirt of 100% cotton

c. Pink acrylic sweater

d. White dress shirt

e. Navy blue jogging suit

f. 100% wool sweater

g. Wool blazer (jacket)

h. Dress pants of cotton/nylon blend

Assignment Sheet 3 (cont'd)

EVALUATION

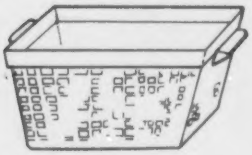
		Possible Points	Your Score
1.	Completed assignment	20	
2.	At least 6 correct answers	30	
	Total Points	**50**	

NAME ______________________

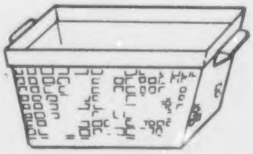
HOUR ______________________

Assignment Sheet 4: Sorting Laundry

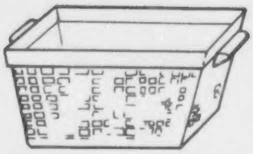
Directions: Below and on the next page are eight laundry baskets labeled with the type of clothing that should be washed together. Use your list of clothing (AS 2) and sort your clothing by listing each item under the appropriate laundry basket.



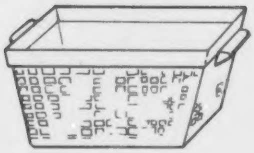
white clothing



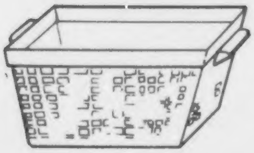
dark colors



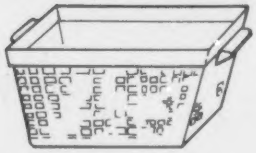
red or other colors that fade



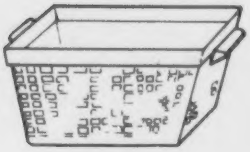
delicate



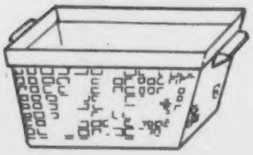
light or medium colors



heavily soiled



hand wash



dry clean

How many laundry baskets did you fill?

Could you separate the family laundry?

EVALUATION

		Possible Points	Your Score
1.	Finished assignment sheet	20	
2.	Thoughtful answers	20	
	Total Points	**40**	

Teacher Self-Helps

It would be a good idea to discuss questions such as: What types of clothing would be considered delicate? What types of clothing require hand washing and how do you hand wash?

CLOTHING MANAGEMENT

UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

Answers will vary. Students should complete chart based on their involvement in family clothing care.

Assignment Sheet 2

Students should identify articles of clothing in their wardrobes.

Assignment Sheet 3

1. d
2. c
3. h, b
4. g, f
5. c, e
6. a
7. e, b
8. f

Assignment Sheet 4

Answers will depend on the articles of clothing each student owns. Each item from AS 2 should be sorted into the appropriate laundry basket.

NAME ____________________

HOUR ____________________

Clothing Management
Unit IV

Job Sheet 1: Getting Acquainted with the Sewing Machine

Directions: Follow the directions and check each step as you work. Do not go to the next step until you fully understand the step you are on.

____ 1. Your teacher will show you how to set up the sewing machine and adjust the length of the stitches. Place the foot (knee) control carefully on the floor in the same position as the gas pedal on a car. You will push on it with your foot (knee). Do not push on it until you are told to do so. Do not push anything until you are told to do so.

____ 2. Sit directly in front of your machine as if you were driving.

____ 3. Look at the diagram that is appropriate to your machine. Find the hand wheel on the right end of the machine. Use your right hand and turn the wheel toward you. Remember it turns toward you like a big wheel that is coming your direction. Keep turning it until you get the feel of it. If you do not turn it toward you, you will lock your machine when thread is in it and you won't be able to sew.

____ 4. Look at the front of the machine while you are turning the hand wheel. What moves? The knob on the front of the machine is called the take-up because it takes the thread up and down. Stop the wheel when the take-up is at the top.

____ 5. Look at the button on the left end of the machine. Push it. Did the light come on? (This direction will vary with your machine.)

____ 6. Look at the back of the machine. Do you see a lever that looks like a cat's tail? Reach through the arch of the machine and lower the lever that looks like the cat's tail. This lever is called the presser foot lever. Close your eyes and reach through the arch several times so that putting this lever up and down will become automatic for you.

____ 7. Did you notice that when you put the lever down, the machine part that looked like skis went down? That part is called the presser foot. When the presser foot is up, turn the hand wheel until the needle is also up.

____ 8. Press slowly with your foot on the "gas pedal" (foot control). Look at the silver circle (throat plate) under the skis (presser foot). What happens? The saw-teeth you see are called feed dogs.

____ 9. Now lower the presser foot and push on the "gas pedal" (foot control). How do you think the machine works? What would happen if you forgot to put the presser foot down? Let's see what happens. Lift the presser foot and make sure the needle is up.

____ 10. Put a piece of notebook paper under the presser foot. Do not lower the presser foot. Take your hands away. Do not touch the paper. Push on the "gas pedal" (foot control). What happened to the paper?

____ 11. Put the presser foot down. Do not touch the paper. Push on the "gas pedal", slowly. Did the paper move?

____ 12. If you were going to walk down the hall, how far would you get if your feet did not come into contact with the floor? Only an angel could go anywhere without touching the floor. The machine is like you. It has to have the foot down to go anywhere. (Or are you an angel?)

____ 13. Look at the presser foot. The engraved line is the center line. Line up your notebook paper with the center line on the presser foot. Gently place your finger tips on the paper to guide it. Sew slowly and see if you can follow the line on your notebook paper. Sew several straight lines slowly.

____ 14. Check your needle perforations. If they are not evenly spaced, you have been holding the paper too tightly and not allowing it to feed through. Did you lower and raise the presser foot every time you sewed another line?

____ 15. Your teacher will show you the backstitch lever. Try backstitching four stitches, then stitching forward 2 inches, then back four stitches, etc., across the paper on a line.

____ 16. If you stop the machine and the needle is down in the paper what do you do?

____ 17. The backstitch lever is also the stitch length lever. Notice the marker on the stem of the lever. Turn the knob until the marker is on 4 (6-8 stitches per inch). Sew across your paper. This is called the basting stitch because the stitch can be used temporarily and then easily ripped out.

____ 18. Turn the knob so the marker is on the space between 2 and 3 (10-12 stitches per inch). This is the stitch you will use to sew your projects. It can be ripped out but not as easily as the basting stitch.

____ 19. Turn the marker to 1. Sew across the paper. Would stitches this length be easy to rip out? Why?

____ 20. Turn your marker back to the area between 2 and 3 (2 1/2).

____ 21. Your teacher may have some special paper for sewing machine practice. If not, practice sewing in straight lines on notebook paper. Try turning corners also. Pretend you are driving a car in a parade. This will remind you to go slowly. It is more difficult to go slowly than fast but you will have better control.

NAME ____________________

HOUR ____________________

Clothing Management
Unit IV

Job Sheet 2: Threading the Top of the Sewing Machine*

*Note: Instructor should supply diagram and adapt directions to their own machine.

Directions: You will need a spool of thread and the attached illustration of the sewing machine. Follow the directions step by step.

Sewing machines are threaded only one way - the right way. If you make even one mistake, you will not be able to sew. After you have learned to thread the machine, your test will be to thread it and sew across a piece of paper. You will know if you passed the test by evaluating your work.

____ 1. If you have a new spool of thread, look at the edge of the spool and find a cut. Lift the label by the cut in the rim. You should see a little piece of thread. Pull it backward at an angle to release the thread.

____ 2. Look at the illustration of the sewing machine. Find part A (spool pin). Put the spool of thread on the spool pin.

____ 3. On the back of your machine you will find a hook, B. Pull the thread from the spool. Hold it with both hands and rub upward on the back of the machine with the thread. It should catch in the hook (thread guide).

____ 4. Bring the thread across the top of the machine through the slit.

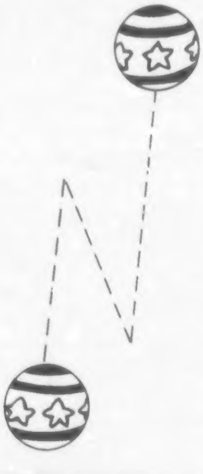
____ 5. Like a bouncing ball, the thread comes over the top, "bounces" down and under the thread guide (C), "bounces" up to the thread take-up (D) and back down to the thread guide by the needle (E).

____ 6. Moisten the end of the thread. Put the thread through the needle from front to back. If you have trouble threading, cut off the end of the thread with scissors and try again. Put the thread under the presser foot.

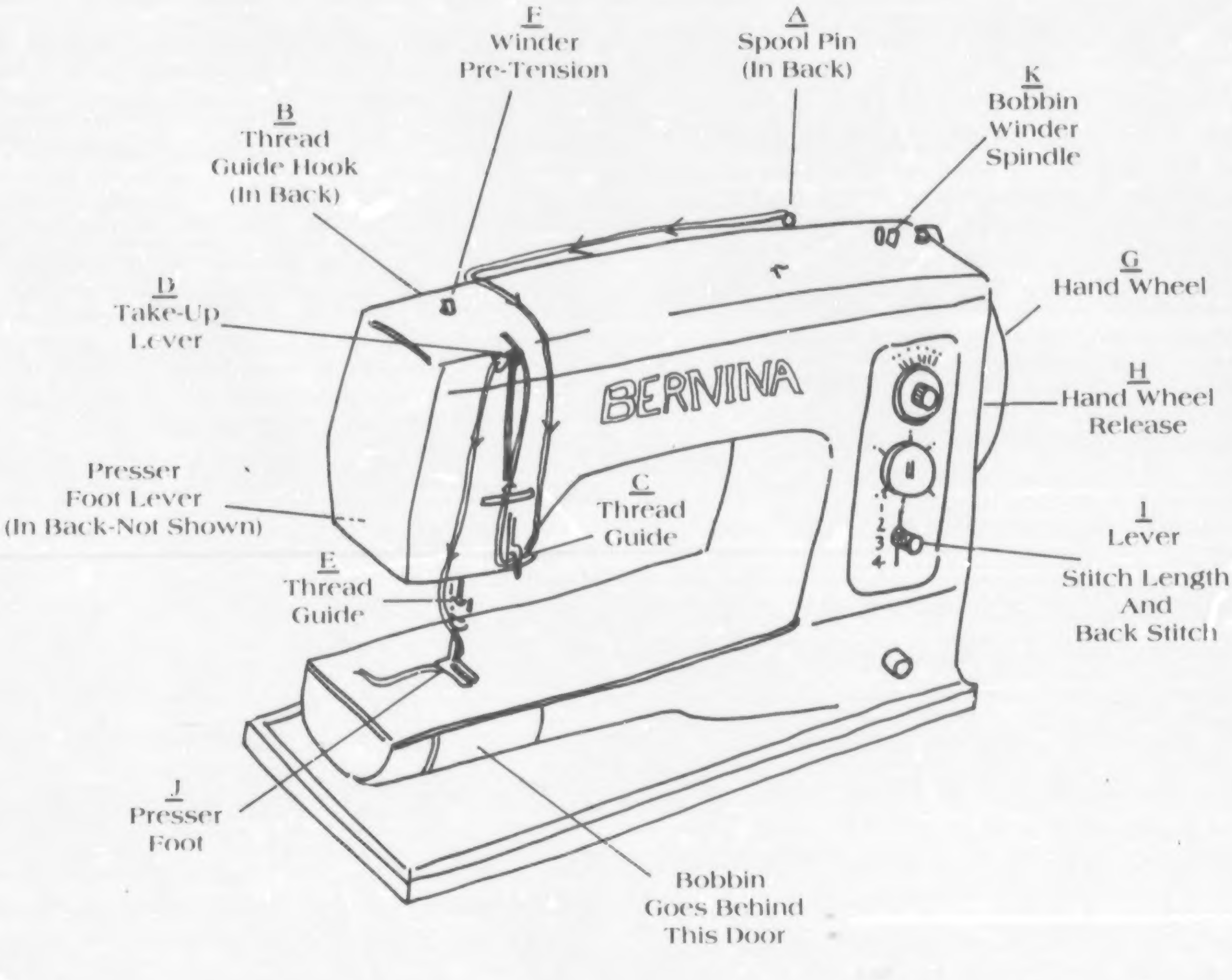
____ 7. Notice the thread forms the letter "N" of the front of the machine. If you have an "N", you have done a NICE JOB.

____ 8. Do not sew until you have threaded the bobbin, or your machine will "lock."

____ 9. Practice threading 3 times.



Job Sheet 2 (cont'd)


F
Winder
Pre-Tension
A
Spool Pin
(In Back)
K
Bobbin
Winder
Spindle
B
Thread
Guide Hook
(In Back)
G
Hand Wheel
D
Take-Up
Lever
BERNINA
H
Hand Wheel
Release
Presser
Foot Lever
(In Back-Not Shown)
C
Thread
Guide
I
Lever
1
2
3
4
E
Thread
Guide
Stitch Length
And
Back Stitch
J
Presser
Foot
Bobbin
Goes Behind
This Door

NAME ____________________

HOUR ____________________

Clothing Management
Unit IV

Job Sheet 3: Filling the Bobbin*

*NOTE: Instructor should supply diagram and adapt directions to their own machine.

Directions: You will need the illustration of the sewing machine from JS 2, a bobbin, scissors, and a spool of thread. Follow the steps below.

____ 1. Place the thread on the spool pin (A), and the bobbin on the bobbin winder spindle (K).

____ 2. Pull the thread from the spool to the front of the winder pre-tension (F). Notice the arrow on the top. Take the thread around to the back and over to the bobbin. Pull the thread from the back side of the bobbin around to the front and wind the thread around the bobbin about eight times, pulling it firmly.

____ 3. Push the bobbin toward the hand wheel.

____ 4. Place your left hand on the hand wheel (G) and your right hand on the handwheel release (H). Hold the handwheel and do not let it turn while you turn the release toward you.

____ 5. It is a good idea to put one finger on top of the spool pin while you fill your bobbin so the thread will not fly off the machine.

____ 6. Push on the foot control and watch the thread fill the bobbin. The needle should not be going up and down. Your teacher will tell you how much thread you will probably need for your project. If you are sewing a large project, you will need to fill the bobbin until it automatically shuts off.

____ 7. Cut the thread with your scissors.

____ 8. Hold the hand wheel with your left hand. Turn the hand release, with your right hand, away from you. Now the needle should go up and down again when you turn the hand wheel toward you.

____ 9. Push the bobbin to the left and remove it.

NAME ____________________

HOUR ____________________

Clothing Management
Unit IV

Job Sheet 4: Inserting the Bobbin Case and "Going Fishing"

Directions: You will need a bobbin and bobbin case and the attached illustration. Follow the steps below.

____ 1. Your teacher will show you how to get under the needle plate.

____ 2. Turn the hand wheel toward you until the needle reaches its highest position and the thread take-up is at the top.

____ 3. Hold the bobbin in your right hand. Pretend the bobbin is a mouse. If the mouse were going to sit on the top of the machine and watch you sew, his tail would hang down in back, wouldn't it? Hold the "mouse" (bobbin) so the "tail" (thread) hangs down in the back. Pretend the bobbin case is the "mouse house." It has a "chimney." The chimney would be on top of the mouse house. Hold the "mouse house" (bobbin case) in your left hand with the "chimney" up. See picture A on the attached illustration.

____ 4. Put the "mouse" in the "mouse house" and lock him in by opening the latch on the back side of the "mouse house." As long as the latch is open the mouse is locked in.

____ 5. With your right hand, hold the thread that is sticking out. Put the thread into the slit on the roof of the "mouse house" (bobbin case) and pull it over until it comes out by the chimney. See B and C.

____ 6. Continue holding the latch open while you put the "mouse house" (bobbin case) into the machine. Make sure the chimney goes into the notch (at the top) in the machine.

____ 7. Release the latch and check to make sure the bobbin case does not turn.

____ 8. Close the trap door covering the bobbin case.

NOW YOU ARE READY TO GO FISHING!!!
(Bring Up the Bottom Thread)

Job Sheet 4 (cont'd)

____ 9. With your left hand, hold the thread coming from the needle. You are relaxing on the river bank, so you would not hold the line (thread) tightly. See picture D.

____ 10. You are about to catch a fish! While holding your "line" (thread) in the left hand, turn the hand wheel toward you. Watch the "hook" (needle) go into the "water." The "bobber" (thread take-up) goes down and back up once.

____ 11. You have a fish! Pull in your line (thread in your left hand). See the fish? (Loop of thread comes out.)

____ 12. With your right hand, pull out the loop.

____ 13. Put both threads under the presser foot.

____ 14. If you have threaded the machine correctly you can sew across a sheet of paper. If you have made a mistake, you will probably get a bunch of knots and your machine will "lock." If this happens, ask your teacher to help you remove the bobbin and bobbin case so you can try again.

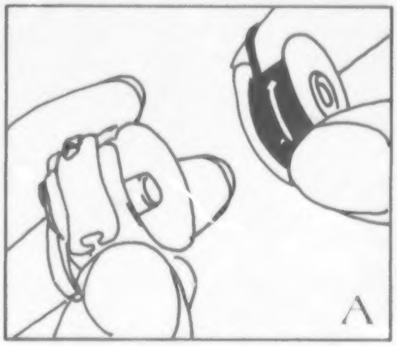
____ 15. Sew across the paper and backstitch. Always make sure the thread take-up is at the top when you stop sewing.

____ 16. On the back of the presser foot clamp is a thread cutter. (Your teacher will help you find it.) Take both threads in your hands and pull the threads over the thread cutter to break them.

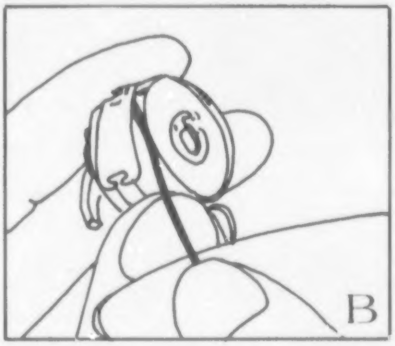
____ 17. Show your paper to the teacher. If the stitching is the same on both sides of your paper, you have passed the threading test.

Job Sheet 4 (cont'd)

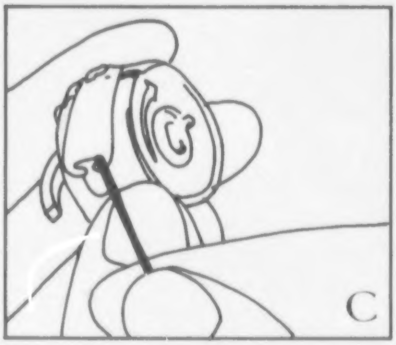
Inserting Bobbin into Bobbin Case



When the bobbin is in the case make sure that the thread unwinds in the direction of the arrow.

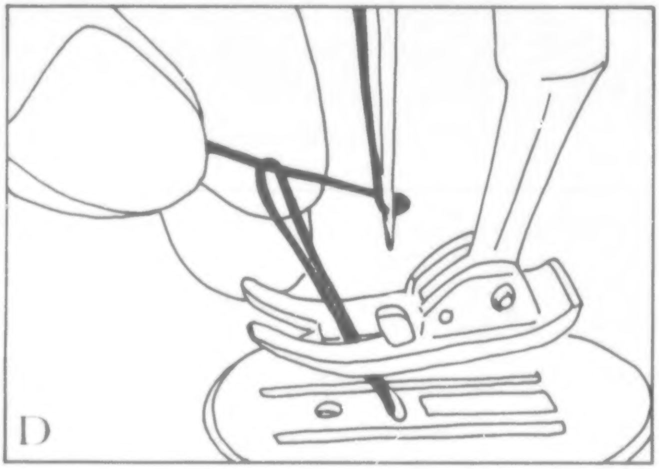


Draw thread through slot and then under tension spring (do not hold the bobbin).



The bobbin must turn in the direction of the arrow when unwinding.

Bringing up Lower Thread



1. Hold the end of the top thread loosely.
2. Turn the hand wheel toward you until the lower thread loop becomes visible in the stitch hole.
3. Pull slightly on the top thread so the lower thread comes up through the stitch hole.
4. Pull slightly on the top and lower threads and lay them sideways to the left under the presser foot.

NAME ____________________

HOUR ____________________

Clothing Management
Unit IV

Job Sheet 5: Removing the Bobbin Case and Bobbin

Directions: After you finish sewing you will need to remove your bobbin case. Follow the steps given below.

____ 1. Turn the handwheel until the thread take-up is at the top. Open the trap door that covers the bobbin case. Open the latch on the bobbin case and take it out of the machine.

____ 2. Remember the part of the song "Three Blind Mice" that said, "She cut off their tails with the carving knife"? You need to cut off the "mouse tail" (thread) with the scissors before removing it from the "mouse house" (bobbin case).

____ 3. Release the latch on the bobbin case and let the bobbin come out.

____ 4. Put the bobbin case back in the machine.

WE KNOW WE HAVE BEEN USING SOME VERY FUNNY EXAMPLES, BUT WE THINK THIS MAKES LEARNING EASIER AND MORE FUN.

____ 5. Your teacher will probably want to show you some other things about your sewing machine such as how to unlock it if you get the thread knotted.

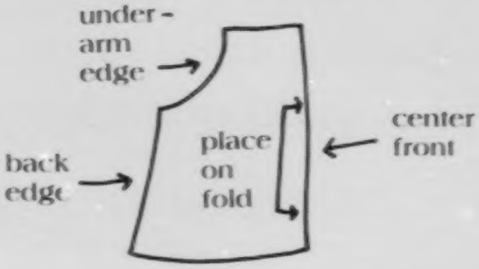
NAME ______________________

HOUR ______________________

Clothing Management
Unit IV

Job Sheet 6, Part 1: The Chef's Apron Project - Make It Fit

Directions: Proceed by following these steps. Check off as you go.


under-arm edge
back edge
place on fold
center front

____ 1. Look at the pattern and find the edge that would be the center front. Remember you have half a pattern. Can you explain why?

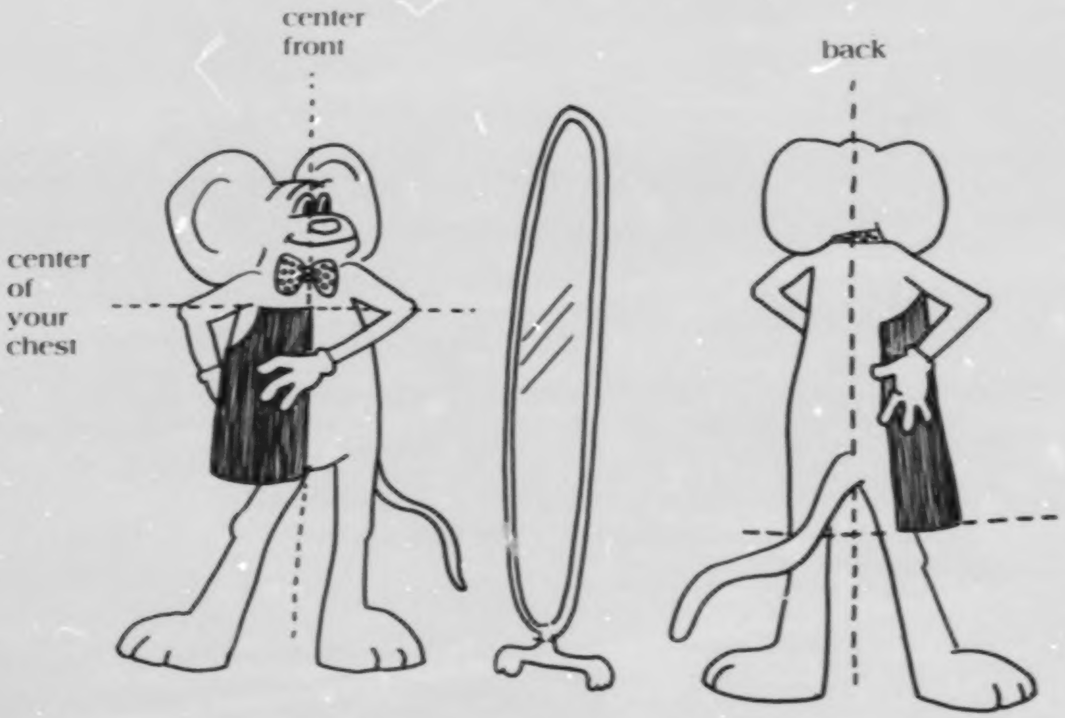
____ 2. Hold the pattern so the center edge of the pattern is in your center front. The top edge should be in the center of your chest.

____ 3. Check the length. Is it the length you want?

____ 4. Have someone check the back. Does it reach at least halfway to your center back? It should not overlap.

____ 5. Mark your progress chart which is Part 8 of this job sheet.

AMIGO MOUSE SHOWS YOU HOW TO DO IT.


center front
back
center of your chest

193

Job Sheet 6, Part 2: The Chef's Apron Project - Cut It Out

Equipment and Supplies

1. 7/8 yard of medium-weight fabric. Some medium-weight fabrics are denim, chino, duck, poplin, sport cloth, sail cloth, kettle cloth, and cotton twill. **Do not buy lightweight** fabric such as broadcloth or gingham to make the apron and do not buy a knitted fabric, because these will be difficult to work with.

2. One small spool of thread that matches your fabric.

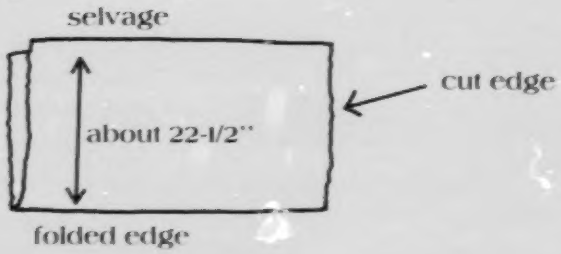
3. One package of twill tape 1 inch wide OR 2 yards of 1 inch wide grosgrain ribbon for the ties.

4. Some straight pins that **do not** have plastic heads. You will need approximately 100 pins and a pin cushion or small box to put them in.

5. 1/4 yard of fabric if you want contrasting pockets.

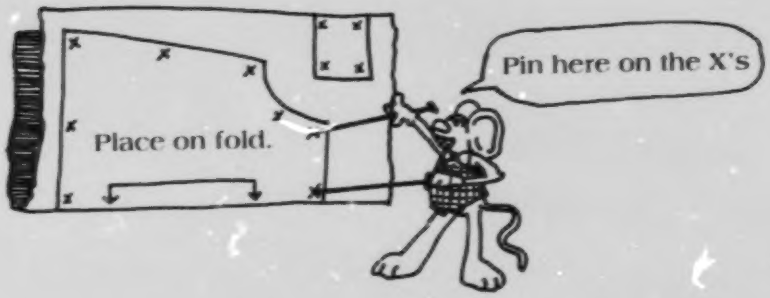
Directions: Did you mark all of your equipment with your name? If not, please do so now. Follow the steps and check off as you go.

____ 1. Look at your fabric. Notice that there are three kinds of edges.



194

____ 2. Place the pattern on the fabric as illustrated below. Notice that the pattern says to place the edge ON the folded edge. (If you have wide fabric your teacher may have you fold it differently so you do not waste fabric. Pin in the places Amigo Mouse has marked with an X. Check HO 2 for directions on how to pin.


Pin here on the X's
Place on fold.

____ 3. Check with the teacher before cutting.

CUTTING

____ 1. Check HO 4 for directions on how to cut out your fabric.

____ 2. After you have finished cutting, remove your pins. Put them in their proper place and put the pattern back in its storage place.

____ 3. Check your progress chart.

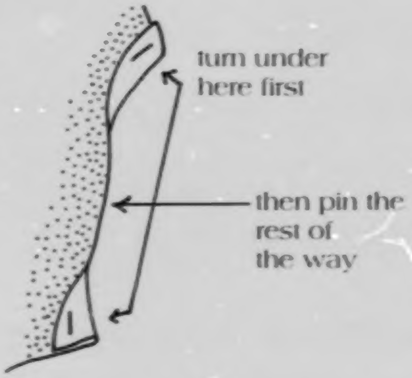
Job Sheet 6, Part 3: The Chef's Apron Project - Pinning and Ironing the Hem

Directions: Proceed through the following steps. Check off as you proceed.

____ 1. Look at your fabric. Does it have a right or wrong side? Check with your teacher if you are not sure.

____ 2. Using a hem gauge (or make your own with a piece of cardboard) find 3/8 inch (or 1/4 inch). Your teacher will decide which width to use.

____ 3. Turn each curved edge 3/8 inch (or 1/4 inch) toward the wrong side of the fabric. Begin by pinning each end first, then pin the middle section. Place pins about 2 inches apart.



____ 4. Turn edges only one time.

____ 5. Now you are ready to iron the hems. Wait for your teacher to demonstrate the correct procedure and safety precautions.

____ 6. Remove the pins after you have pressed the hems. Put the pins in the proper container. Do not leave them lying on the table top.

____ 7. Turn the hems one more time and pin them again. Use the first hem as a guide. You can put the pins farther apart this time.

____ 8. Iron the hems again.

____ 9. Remove the pins and put them away.

____ 10. Check your progress chart.

Job Sheet 6, Part 4: The Chef's Apron Project - Hem It Up

Directions: Never sew over pins. If you hit one with the needle you will dull or break your needle. Make sure pins are removed, then proceed by following these steps.

____ 1. Place the apron on the machine wrong side up so you can see the folded hem. The large part of your fabric should be to your left.

____ 2. Look at the illustration below. Place your hems so that the fold comes to the inside edge of the presser foot. Line up the hem so it is parallel with the edge of the presser foot for about 2-3 inches.

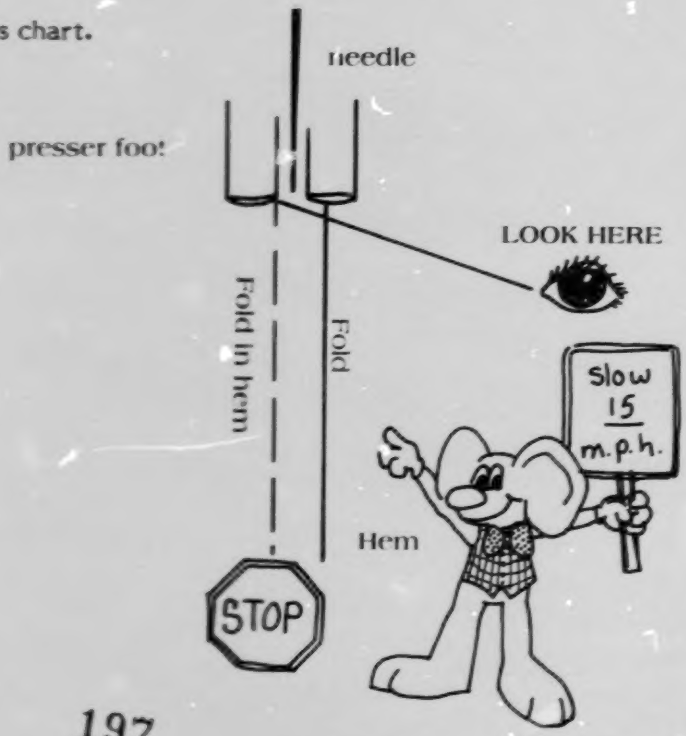
____ 3. Now sew slowly. Keep your eyes on the hem going by the edge of the presser foot. Let your hands move upward with the material. When your hand is close to the presser foot - stop!

____ 4. Once again line up the edge of your hem with the edge of the presser foot for a length of 2-3 inches. Do not push or pull the fabric and do not hold on so tightly that the machine cannot feed the material through.

____ 5. When you come to the corners your teacher will explain how you should turn.

____ 6. Backstitch when you come to the end. Your teacher will show you how if you do not know.

____ 7. Check your progress chart.



Line up hem for 2"-3" more.

Job Sheet 6, Part 5: The Chef's Apron Project - Making and Attaching the Pockets

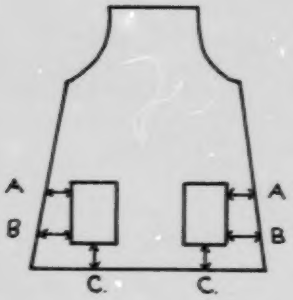
Directions: Proceed one step at a time. Mark each step as you go.

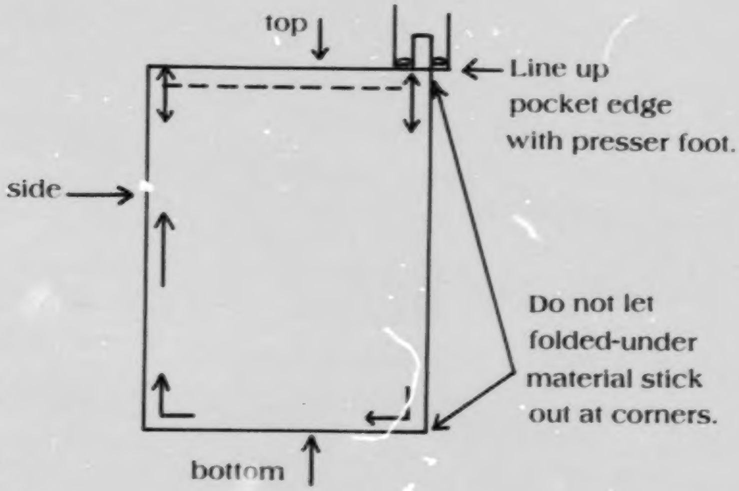
____ 1. Look at the pocket. Decide which edge is the top edge.

____ 2. Make a hem across the top of the pocket exactly like you did on the apron.

____ 3. Turn in the sides and bottom of the pocket 5/8 inch. Turn one time only and iron the hem down. Turn the hems as evenly as possible to give the pocket a good shape.

____ 4. Place the pockets on the apron and measure as illustrated below.




top
side
Line up pocket edge with presser foot.
Do not let folded-under material stick out at corners.
bottom

____ 5. When you begin to sew around the pocket, once again use one edge of the presser foot as a guide. When you start to sew, go forward for about an inch, then backward to the edge of the pocket, then forward again. Do this at the end of your sewing on the other side of the pocket. This is called reinforcing. It keeps the pocket from ripping off the apron. Begin on one side of the pocket. Go all the way around three sides of the pocket. Make sure no material sticks out at the corners. Your teacher will show you how to turn a corner.

____ 6. Check your progress chart.

Job Sheet 6, Part 6: The Chef's Apron Project -Attaching the Neck Band and Ties

Directions: Each neckband is custom-fitted by following these directions. Mark each step as you go.

____ 1. Turn under one edge of the ribbon/tape and place it on the apron as illustrated.

____ 2. Make a loop to go around the neck and pin the ribbon/tape to the other side. Do not cut the ribbon yet.

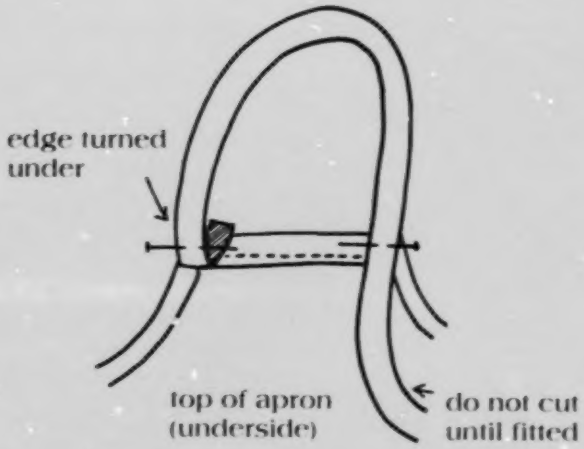
____ 3. Try on the apron. Does it go over your head easily? Does the top of the apron go across the middle of your chest? Adjust by repinning the ribbon/tape if it is not correct.

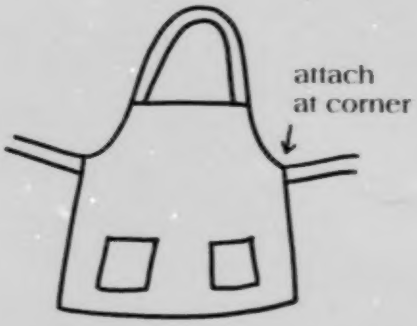
____ 4. Cut the ribbon/tape and turn under the hem on the other side of the neck.

____ 5. Cut the remainder of the ribbon/tape in half. Attach at each corner of the sides as illustrated. Remember to turn under the ribbon/tape when you attach it.

____ 6. Sew on ribbon/tape by sewing across it three times. Leave the pin in until you almost are ready to sew over it, then remove the pin and sew across the ribbon/tape. Cut off all loose threads.

____ 7. Check your progress chart.





Job Sheet 6, Part 7: The Chef's Apron Project-The Finishing Touches

Directions: Mark each step as you complete it.

____ 1. Cut all threads that are hanging on your apron. Be careful not to cut the fabric.

(NOTE: If you wish to add any kind of trim to your apron, your teacher will help you and offer suggestions.)

____ 2. Iron your apron.

____ 3. Fill out your evaluation sheet. Hand in your apron for the teacher to check.

CONGRATULATIONS! YOU ARE FINISHED!

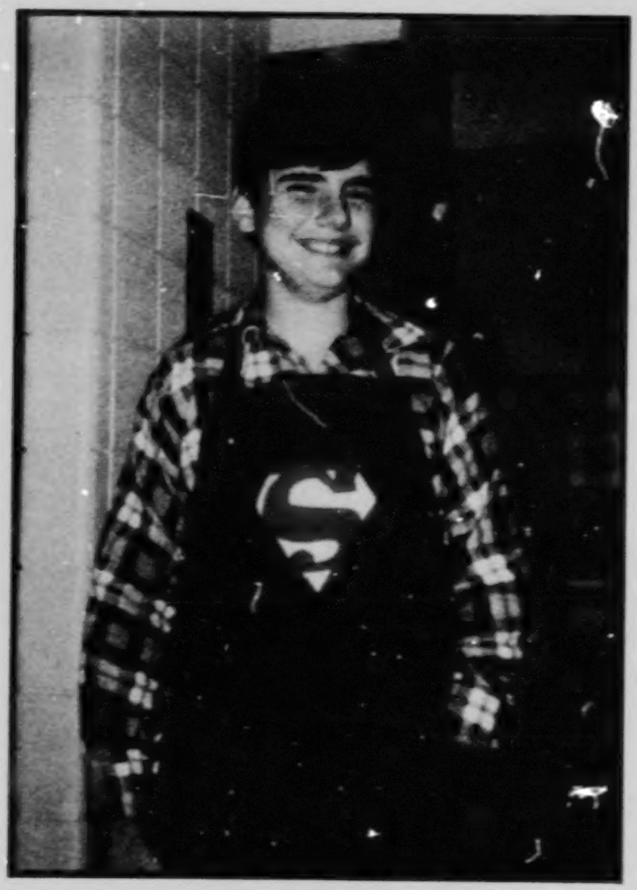


Photo by permission

Job Sheet 6, Part 8: The Chef's Apron Project-Progress Check Sheet

Directions: Check each item after you have finished.

Pattern

____ 1. Correct length

____ 2. Correct width

____ 3. Checked above with the teacher

Cutting out the fabric

____ 1. Pattern pinned to fabric in the correct places.

____ 2. Checked with the teacher before cutting.

____ 3. Kept fabric flat on the table while cutting.

____ 4. Unpinned pattern and put it back in the proper storage place.

____ 5. Put all pins back into proper container.

Pinning

____ 1. Checked to see if fabric has a right or wrong side.

____ 2. Pinned each end of the curved edge first.

____ 3. Pinned toward the wrong side.

____ 4. Finished pinning all around the edges of the apron.

____ 5. Ironed hems and removed pins.

____ 6. Turned hems for the second time and pinned them again.

____ 7. Ironed the hems for the second time.

____ 8. Removed pins before sewing.

____ 9. Put pins back into proper container.

Job Sheet 6 - Part 8 (cont'd)

Sewing hems

____ 1. Sewed all around the hems, keeping close to the inside fold.

____ 2. Did not sew over pins.

Sewing the pockets

____ 1. Sewed hem on the top of the pocket according to directions.

____ 2. Turned under the sides of the pockets then the bottom edge of the pocket.

____ 3. Ironed the pocket.

____ 4. Pinned pocket to the apron.

____ 5. Checked with the teacher before sewing.

____ 6. Sewed around the pockets and sewed corners 2-3 times.

Neckband and ties

____ 1. Turned under the ends of the ribbon/tape.

____ 2. Attached ends to the apron by pinning.

____ 3. Checked with the teacher before sewing.

____ 4. Sewed three times across the width of the ribbon/tape.

Finishing

____ 1. Apron neatly ironed.

____ 2. Evaluation completed.

GOOD JOB AMIGO
Yeah!
YOU DID IT
hurray
WOW!

202

Job Sheet 6, Part 9: The Chef's Apron Project-Evaluation

NAME ______________

Directions: Grade your work by giving yourself the number of points you think you earned for each detail. Then add your total points. Put the evaluation in your apron pocket and hand it in for the teacher to grade.

GRADING SCALE:
0 points = Did not do it
1 point = Not very well done
2 points = Average work
3 points = Above average work
4 points = Excellent; almost perfect

	Your Points	Teacher's Points
Work habits:		
1. Worked constantly without wasting time.		
2. Willingly shared the machine.		
3. Helped daily with clean up and put away own materials.		
4. Did not bother other students.		
5. Had materials ready to start on time.		
Hems		
1. Hems are the same width all around.		
2. All hem edges are turned under twice.		
3. Hems are stitched on the correct edge.		
4. Sewing is straight.		
5. The corners are properly tucked in.		
Pockets		
1. Hem across the top edge of the pocket is turned twice.		

	Your Points	Teacher's Points
2. Hem edge across the top edge of the pocket is stitched straight.		
3. Pockets are well-shaped.		
4. Pockets are sewed 3 times at the top edge attachment.		
5. Sewing is straight around the edge of the pockets.		
6. Stitching is the right distance from the pocket edge.		
Neckband and ties		
1. Ribbon/tape is turned under on the ends.		
2. Ribbon/tape is securely sewn to the apron.		
3. Stitching is across the width of the ribbon/tape.		
Finishing		
1. All threads are cut off.		
2. Apron is neatly ironed.		
3. Apron was finished by the deadline.		
4. Evaluation was properly filled out.		

Total Points

Judging by the above answers, what grade do you think you deserve for your work?

Teacher's grade and comments:

NAME ____________________

Clothing Management
Unit IV

HOUR ____________________

Job Sheet 7, Part 1: "Stitch and Stuff" Pillow Project -Designing the Pattern

Directions: Proceed by following these steps. Check off as you go.

Equipment

Newsprint
Pencils
Scissors

Procedure

____ 1. Discuss with your class and share ideas for pillow patterns. Consider the following points:

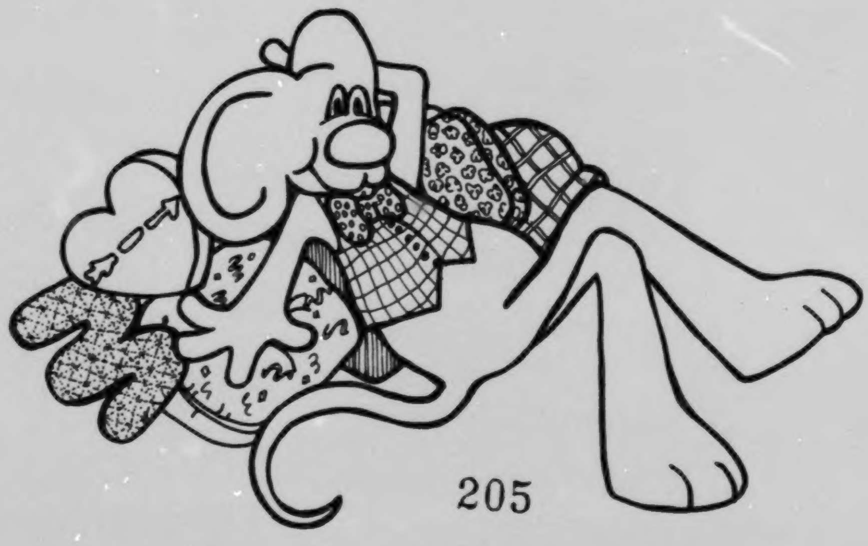
- a. Patterns must be larger than the desired finished size. Why?
- b. Patterns must be large enough to sew and stuff easily.
- c. Patterns should not be so large that they will be expensive to stuff or difficult to manage while sewing.
- d. Do you see any shapes in the classroom that could be used as patterns?

____ 2. Design and draw your pattern on newsprint. Draw the design as neatly as you can. Keep it simple.

____ 3. Show your drawing to your teacher for suggestions and approval.

____ 4. Cut out the pattern.

____ 5. Clean up, please.



Job Sheet 7, Part 2: "Stitch and Stuff" Pillow Project -Pinning and Cutting the Pattern

Equipment and Supplies

Fabric for pillows - 1/2 yard of firmly woven cotton or cotton-blend fabric. (Denim, corduroy, flannel, and muslin are a few fabrics that would be suitable.) Polyester fiberfill or nylon stockings make excellent stuffing for the pillows.
Pattern
Pins
Scissors
Marking paper, if necessary
HO 3 and 4

Procedure

Directions: Follow steps given below: Mark each one as you finish.

____ 1. After your teacher has demonstrated how to fold fabric and properly place patterns, follow your teacher's guidelines. Use your own pattern and fabric.

____ 2. Study HO 3 for directions on how to pin patterns. Pin your pattern to your fabric.

____ 3. Check with your teacher before you cut out your pattern.

____ 4. Study HO 4. Cut out your pattern.

____ 5. If any markings need to be made, your teacher will show you how to use the special carbon paper. Make markings and remove the pattern.

Job Sheet 7, Part 3: "Stitch and Stuff" Pillow Project -Sewing Practice Pillows

Directions: Follow steps given below. Mark each one as you finish.

____ 1. Pretend you are going to make a paper pillow. Pin two paper towels together.

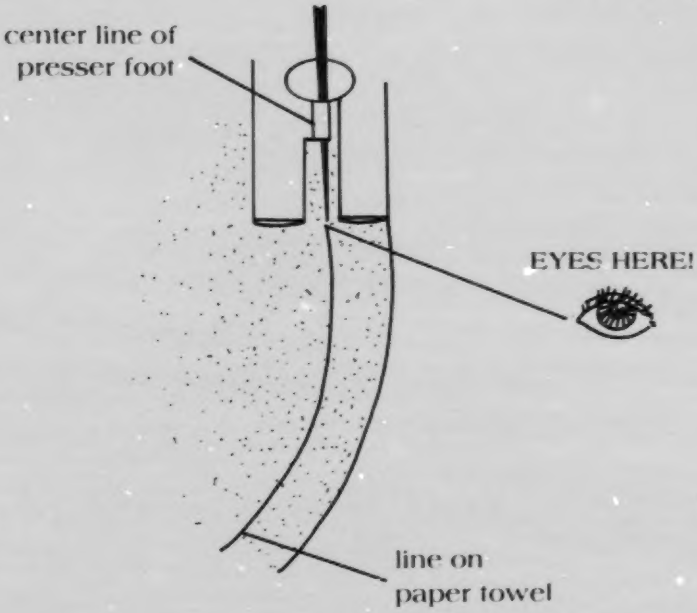
____ 2. Thread your machine and sew around the paper towel 1/2 inch from the edge. (See illustration below.) At each corner, leave the needle down, lift the presser foot, turn the paper and continue around the edge. Leave a 2-3 inch space open for inserting stuffing.

____ 3. Show your square paper pillow to your teacher for approval.

____ 4. Using two more paper towels, draw a circle on one and pin them together. Leave a 2-3 inch opening in the circle for inserting stuffing.

____ 5. Find the center line of the presser foot. This time look at the line you drew on the paper and try to make it match the center line of the presser foot as you sew. Make the machine go very slowly.

____ 6. Show your work to your teacher. You may be asked to use practice stitching charts if you have trouble sewing on the marked line.



Job Sheet 7, Part 4: "Stitch and Stuff" Pillow Project -The "Real Thing"

Directions: Follow steps given below. Mark each one as you finish.

____ 1. If you need to sew on trim, do it before sewing pattern pieces together. (Check with your teacher.)

____ 2. Pin your fabric pieces together so the right sides of your fabric are on the inside. (If you do not know if the fabric has a right and wrong side, ask your teacher.) Place pins so you will not sew over them.

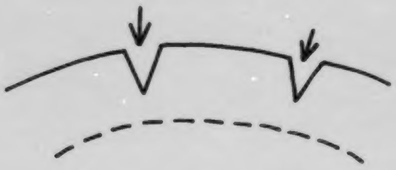
____ 3. Use your pencil and mark the space you wish to leave open for the stuffing.

____ 4. Begin stitching on one side of the mark, 1/2 inch from the edge of the fabric. Go forward for about 1 inch, then backward to where you started, and then forward again. (This is called backstitching.) Sew all around the pillow. Stop when you come to the pencil mark. Backstitch again.

____ 5. You may need to sew curved edges again so they won't rip out. Check with your teacher.

____ 6. After your teacher has demonstrated how to clip curved edges and corners, clip your edges and corners. Be careful. Do not cut your stitches!

____ 7. Turn the pillow right side out. Make sure all edges are pulled out.



Job Sheet 7, Part 5: "Stitch and Stuff" Pillow Project -Stuffing and Hand Stitching

Directions: Follow steps given below and mark each step as you finish.

____ 1. Using a small amount of stuffing material, fill all the corners and small areas of your pillow first. You may need to use the eraser end of your pencil to poke the stuffing into some areas.

____ 2. Add stuffing to the rest of your pillow. Pin the opening together and fluff your pillow to see if you have added enough stuffing. Do not stuff it too tightly.

____ 3. After stuffing the pillow, turn the edges of the opening in 1/2 inch to match the seams you sewed on the machine.

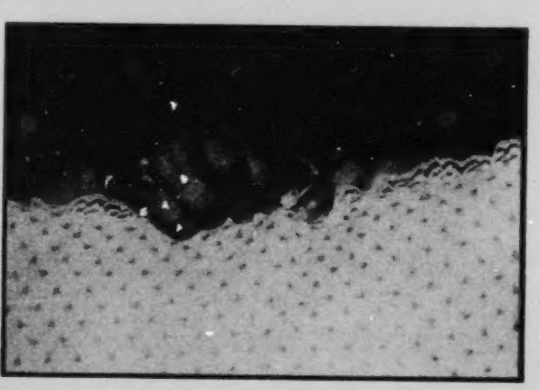
____ 4. Using a needle and thread, "blind hem" the opening. (Your teacher will demonstrate the blind hem stitch.) Try to make your stitches small so they are almost invisible.

____ 5. Clip all loose threads.

____ 6. Your pillow is finished! Hooray for you!

____ 7. Fill out the evaluation sheet and pin it to your pillow.

____ 8. Hand in your pillow for grading.



Job Sheet 7, Part 6: "Stitch and Stuff" Pillow Project -Evaluation

NAME ____________________

Directions: You and your teacher will evaluate your pillow. Use the following point system. Give yourself the number of points you feel you deserve. Then total the number of points. Please answer the questions at the bottom of this score sheet.

Excellent = 5 points
Very good = 4 points
Good = 3 points
Fair = 2 points
Poor = 1 point

	Your Points	Teacher's Points
Work habits and laboratory management		
1. Had supplies ready to begin project.		
2. Cooperated with machine partner.		
3. Worked independently as much as possible.		
4. Helped daily with clean-up (including work areas, sewing machines, tote trays, etc.)		
5. Did not bother other students.		
Construction techniques		
1. Corners are square, curves are rounded, etc.		
2. Hand stitching is invisible		
3. No stuffing is leaking out.		
4. Seams are neat and evenly stitched.		
5. No threads are showing.		
6. Overall appearance is good.		
7. Pillow was finished by deadline date.		
Total Points		

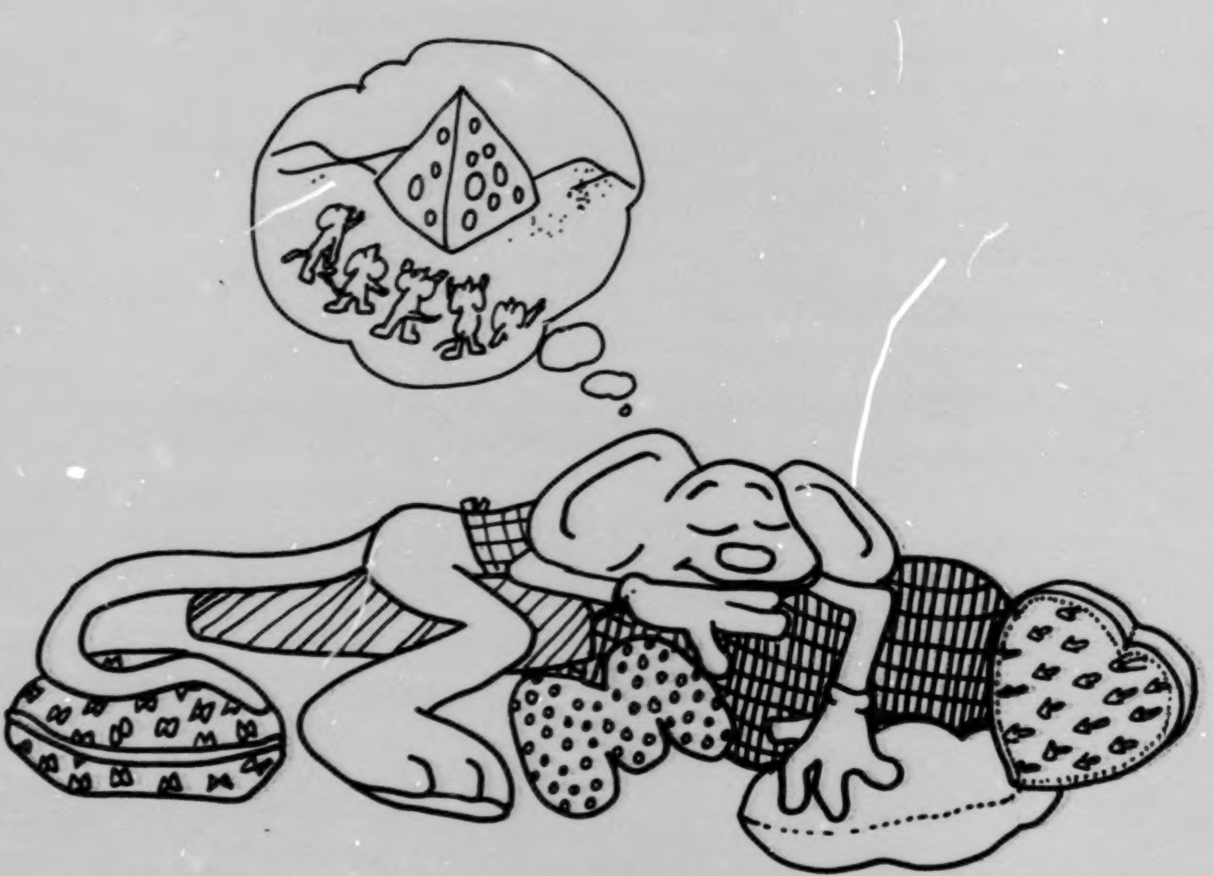
Total score possible - 60 points

Your Grade is ______

JS 7 Part 6 (cont'd)

What part of this project was most difficult for you? Why?

List sewing techniques learned in this project that you can use at home.



211

NAME ____________________

Clothing Management
Unit IV

HOUR ____________________

Job Sheet 8: Let's Do a Scientific Laundry Experiment

Equipment

New unwashed denim - 4 pieces (use one for color comparison)
Bright colored cotton blend - 4 pieces
Woven wool - 4 pieces
White cotton - one piece for every experiment
Other fabrics chosen by your teacher
Laundry soap
Chlorine bleach
Hot/cold water
Plain index cards
Jars with lids (for washing fabric samples)

Procedure

Directions: Sometimes laundry accidents happen because of improper washing practices. Your teacher will provide you with different types of fabric, cut in small squares. Follow the directions and conduct the experiments listed below. You may wish to work with a partner or work in groups.

Measure all unwashed materials by carefully drawing around each one on an index card. Use only one square of material for each card. Write on the card the name of the fabric and the care given it. Compare the results. Use your unwashed square for color comparison.

Denim and White Cotton

First square:	Soak a square of each fabric 5 minutes in one jar of HOT soapy water. Rinse and lay on a paper towel to dry.
Second square:	Soak a square of each fabric 5 minutes in one jar of COLD soapy water. Rinse and lay on a paper towel to dry.
Third square:	Soak a square of each fabric 5 minutes in a jar of soapy water to which chlorine bleach has been added. Ask your teacher for the amount. Be careful when adding bleach; it burns the skin and will leave spots on your clothing. Rinse the squares and lay them on a paper towel to dry.

After fabric is dry, staple to the index card and compare the size and color with the original square of fabric.

Job Sheet 8 (cont'd)

Repeat experiment using:

1. Bright colored cotton blend fabric with white cloth
2. Wool material
3. Any other fabrics

What fabrics faded?

Did the white cloth change colors as a result of being washed with colors?

What fabrics shrank in hot water?

What fabrics did not shrink?

How has this experiment helped you learn to do the laundry properly?

EVALUATION

		Possible Points	Your Score
1.	Finished Job Sheet	10	
2.	Good work habits	30	
3.	Conducted experiment properly	30	
4.	Appropriate behavior	20	
	Total Points	**60**	

213

Teacher Self-Helps

- * Choose fabric that represents the most common clothing the students wear so they can relate it to laundry methods.
- * You may wish to divide the class in pairs and assign each pair one type of cloth. Have them report their findings to the class. This allows more samples to be studied with less confusion.
- * You may want to have students label fabric samples with a ball point pen and put them in the dryer.
- * You may wish for students to experiment with removal of ball point pen marks before and after washing. (Use hair spray or rubbing alcohol.)

NAME ____________________

Clothing Management
Unit IV

HOUR ____________________

Job Sheet 9: Let's Play "Laundry Day Checkers"

Directions: Choose your partner. Use the attached game board. Make 10 tokens for each player by cutting out 10 pieces of poster board no bigger than the squares on the board. Use different colors or shapes for each player. Game cards should be cut out and pasted on poster board. A third person acts as judge and holds the answer sheet while others play.

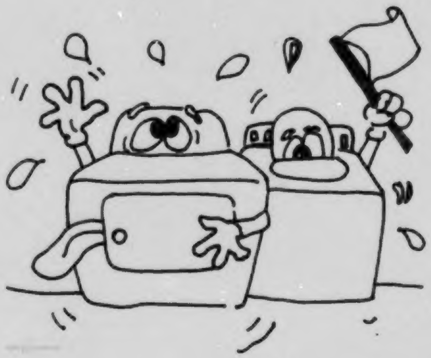
How to play the game:

This game is played very much like the regular checkers game. Place 10 tokens for each player on the light-colored squares on opposite sides of the board.

The person with the longest name starts first.

You may move diagonally from one light square to another. You may move only one square each turn unless you are jumping over your opponent's token. You may jump in any direction as long as you move at an angle.

When you land on a square with a laundry basket in it, draw a card and try to answer the question. If you do not answer the question correctly, you must move back to the original position. The move does not count and the question card goes to the bottom of the pile. If you answer the question correctly, keep the card. The judge decides if the players have given the correct answers.



The game ends when one person has no tokens left.

Counting the score:

Add 5 points for every token you have collected that belongs to your partner. Add together with the number of points indicated on each question card you have earned.

The Object of the Game: Try to collect the most points.

ARE YOU A LAUNDRY DAY WINNER--------OR-------ARE YOU ALL WASHED UP?

EVALUATION

		Possible Points	Your Score
1.	Active participation	20	
2.	Able to answer 50% of the questions drawn	30	
	TOTAL	**50**	

Job Sheet 9 (cont'd) Game Cards for "Laundry Day Checkers"

1. The directions on the soap box said to use one cup of soap. Jimmy thought since his work clothes were so dirty, he should use 2 cups of soap. Is this the right thing to do? Why?

   5 points

2. Mike wanted to wear a certain pair of socks. They were dirty so he threw them in the washing machine. He used a full load of water. His mother was not pleased with him for doing this. Why?

   5 points

3. Julie wears clothes for a couple of hours and then leaves them on the bed or on the door knob. Sometimes she leaves them on the floor. "What's wrong with that?" she wants to know.

   5 points

4. The Gray family does not use a clothes hamper or laundry basket for their dirty clothes. They just throw their dirty clothes down the basement steps to be picked up later. Why is this a poor practice? Give 2 reasons.

   10 points

5. Some clothing should not be washed in the machine. Name 2 kinds of clothing that should be hand washed.

   10 points

6. Lisa washed her jeans, corduroy pants, and dark colored towels together. When she finished, her new corduroy pants had lint all over them. They were a mess! What happened?

   5 points

7. Tom washed his jeans, socks, shirt, and underwear together. Everything that used to be white is now a blue-gray color. What happened?

   5 points

8. Robin is planning to wash her red jogging suit with a white tennis skirt and socks. Can you predict the results?

   5 points

9. Nathan put white clothing in the machine with a brightly colored shirt. He added chlorine bleach to make the white clothes whiter. What probably happened?

   10 points

10. Kelly washed her new wool sweater and threw it in the dryer. It now fits her 2 year-old sister. What two fatal mistakes did Kelly make? How should you wash wool sweaters?

    10 points

11. Jonathan put all of his laundry together in one big load. He had to stuff it in to close the lid. Then he stuffed it all in the dryer. How will his laundry look when he has finished?

    10 points

12. Sam sorts his laundry by color and reads care instruction labels inside the clothing. He also empties the pockets and zips up all the zippers. What will the results be?

    10 points

13. If you turn jeans wrong side out when you wash them they will not fade so much. TRUE or FALSE?

    5 points

14. Jill had a problem with a skirt that had static cling. Jason had the same trouble with a pair of dress pants. What can they do to help solve the problem?

    10 points

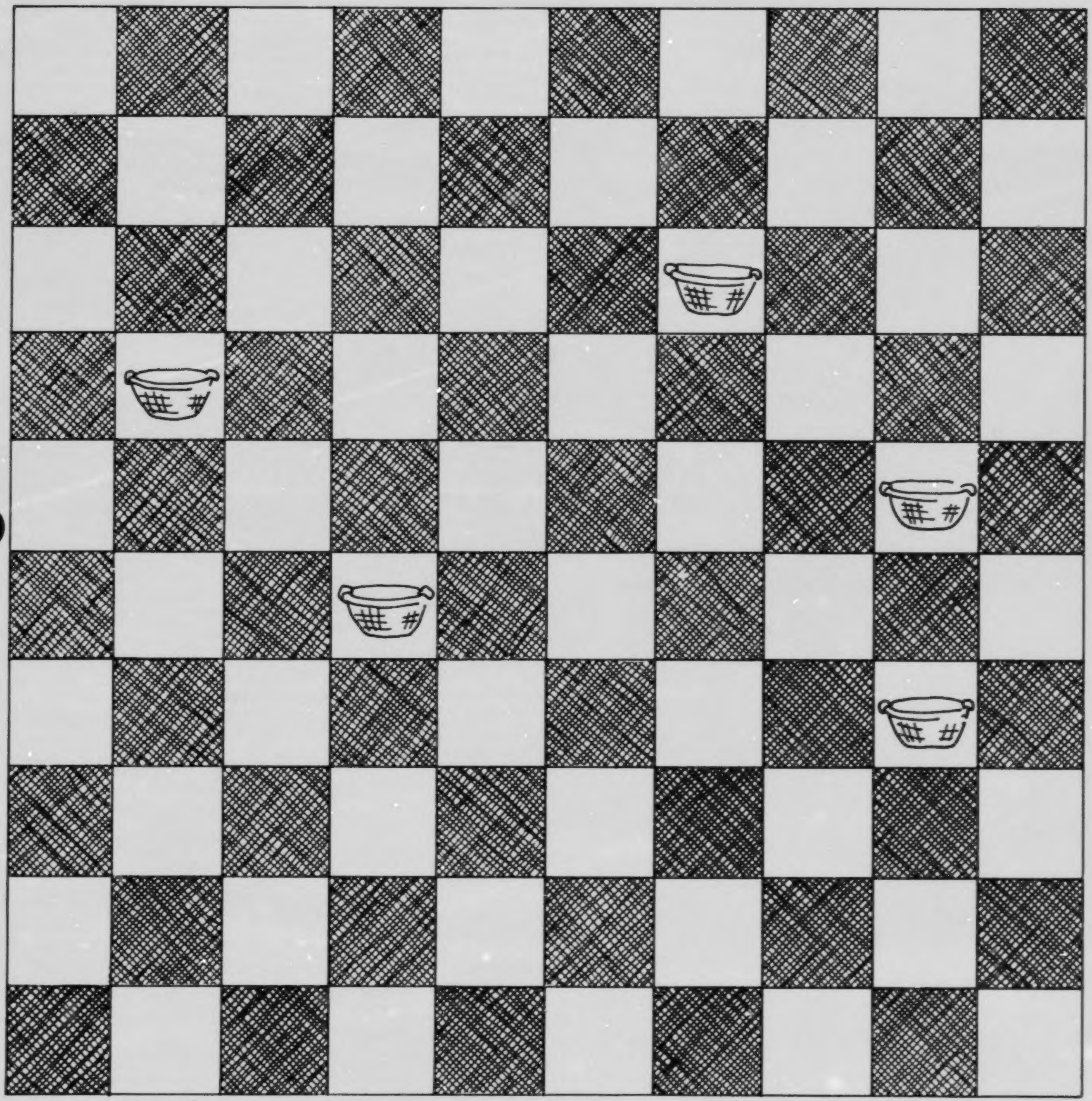
15. When Casey dries her clothes she sets the dryer on an hour so they will all get dry. She cleans the filter every month. She dries a few things at a time. Why is Casey wasting energy?

    5 points

16. Mary cuts all the labels including the washing instructions out of clothes so they won't stick up in the back when she is wearing them. Why is this a poor practice?

    5 points

Game Board for "Laundry Day Checkers"



Job Sheet 9 (cont'd)

Answers to Laundry Checkers Game

1. The washer may overflow with soap suds. The soap will not be completely removed in the rinse cycle.

2. He wasted water and energy.

3. They will have to be ironed or washed again. This wastes energy and water. It also makes her room look messy.

4. a. Clothes may be stepped on and get dirtier.
   b. Someone may trip over clothing that has been left on the stairs.

5. Wool and delicate fabrics. (panty hose, some blouses and shirts, some sweaters, leotards and tights, lingerie, washable wool blends)

6. Lint from towels will cling to some fabrics. Towels should be washed separately or with fabrics that do not attract lint.

7. Jeans may fade and discolor other clothing.

8. The red jogging suit may fade and make the white clothing pink. Bright dark colors should not be washed with white things.

9. The bleach may take some of the color out of the shirt.

10. Hot water and a dryer will cause woolen clothing to shrink. Hand wash in cool water and woolite. Reshape and lay flat to dry.

11. It will not be clean. A crowded dryer may cause the clothing to come out wrinkled.

12. He will not have to replace clothing he has ruined because he did not wash properly. His clothing will look better and last longer. He will not accidently wash something in his pockets and ruin zippers.

13. True.

14. Try fabric softener in the washer and/or softener sheets in the dryer.

15. The dryer may be running longer than necessary. The dryer filter should be cleaned after every load, or the dryer will have to run longer to dry the clothes. She has to dry more loads because they are small.

16. Washing instructions are helpful because they tell the best way to care for the garment. Mary may forget the instructions and ruin something.

NAME ______________________

HOUR ______________________

Job Sheet 10: How Should I Store Clean Clothing?

Part 1

Directions: Using AS 2, and the directions below, indicate how you would store each item.

Write an H for those you would hang.
Write an F for those you would fold.
Write an N for those you would neither fold nor hang.
Write a C for those you can choose to store by hanging or folding.

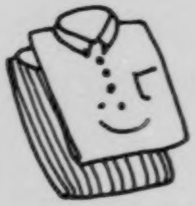
Part 2

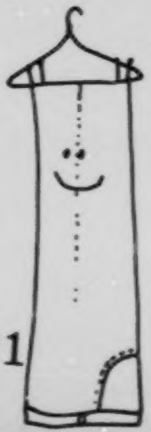
Your teacher will ask you to demonstrate how to store the following items. Be prepared to show the class what you know about the proper way to:

1. Hang slacks/pants.
2. Hang a shirt.
3. Hang a skirt.
4. Hang a sweater or tee-shirt.
5. Fold a pair of socks.
6. Fold jeans.

EVALUATION

		Possible Points	Your Score
1.	Assignment completed	10	
2.	Active participation	20	
3.	Attempted demonstration	30	
	Total Points	60	





CLOTHING MANAGEMENT
UNIT IV

OPTIONAL TEST

Part I: Sewing Machine Operation

Directions: Thread your sewing machine and stitch on line drawn below. Back stitch as directed by your teacher. Hand in the sheet to your teacher.

Part 2: Reading fabric care labels

Directions: The column on the left has words found on care labels. The column on the right gives their meaning. Match them by writing the letter of the correct meaning in the space by the number.

____ 1. Machine wash-warm

____ 2. Machine wash-cold

____ 3. Machine wash-hot

____ 4. Drip dry

____ 5. Hand washable

____ 6. Do not add chlorine bleach

____ 7. Use a cool iron

____ 8. Line dry

____ 9. Touch up with the iron

____ 10. Tumble dry-low

____ 11. Lay flat to dry

____ 12. Dry clean only

____ 13. Tumble dry-remove immediately

____ 14. Wash colors separately

a. Set iron on low temperature setting.

b. Do not put in dryer. Hang on clothesline or hanger.

c. Send garment to the dry cleaners.

d. Set wash water on warm.

e. Read the label on the bleach bottle or box. If it is chlorine bleach, do not use it.

f. May need ironing, especially on seams, collar, and cuffs.

g. Set dryer on low temperature.

h. Set wash water on cold.

i. Do not wash in a washing machine. Wash in the sink with special soap. Use lukewarm water.

j. Do not allow article to spin dry. Hang wet.

k. Put garment on a bath towel to dry. Reshape it while wet.

l. Hang up the garment as soon as the dryer stops.

m. Do not wash with other clothing, because this garment may fade.

n. Set wash water on hot.

Part 3: Laundry practices

Directions: Help these students by telling them how to do their laundry. Write the answers in the space after the question. Keep your handwriting neat and easy to read.

1. Julie is about to wash her white blouse with her maroon sweat shirt. Can you tell her what will happen?

2. Kevin's white wool sweater was sorted with the white cotton clothing. He set the machine water on "hot." Can you tell him what will happen to his sweater?

3. Lisa washes everything in the same load without sorting. What might happen?

4. Carl overloads the washer and adds too much soap. What will happen?

5. Angie watched TV and forgot to remove clothing from the dryer as soon as it was finished. What will happen?

6. Dee Dee has a problem with static cling. What can she do to prevent this?

7. Mark does not button his shirts when he hangs them up. What will happen?

8. John hung his tee-shirt on a hook. What will result?

9. Jimmy reads all the care labels and follows directions. He carefully hangs or folds them properly. What will the results be?

10. Betty's fiberfill vest had a tear in it. She threw it in the washer before it was repaired. What will happen?

CLOTHING MANAGEMENT
UNIT IV

ANSWERS TO TEST

Part 1: Sewing Machine Operation

Criteria to be determined by instructor.

Part 2: Reading fabric care labels

1. d
2. h
3. n
4. j
5. i
6. e
7. a
8. b
9. f
10. g
11. k
12. c
13. l
14. m

Part 3: Laundry practices

1. The blouse may turn pink.
2. The sweater will shrink and lose its shape.
3. Her clothes may become dingy looking or something may fade on light colors.
4. The washer will overflow.
5. Her clothes will be wrinkled and she will have to iron them.
6. She can use liquid fabric softener or dryer sheets.
7. They may fall off the hanger and get wrinkled. Collars may lose their shape.
8. It will lose its shape in the spot where he hung it.
9. His clothing will look nicer, last longer and be ready to wear when he wants it.
10. The filling may come out in the washer and the tear may get bigger. It may be ruined.

UNIT V

UNIT OBJECTIVE

Upon completion:

Of the 9-week exploratory class, the student will be able to prepare some simple snack foods and understand and follow simple recipes in an efficient way.

Of the 12-week exploratory class, the student will be able to understand and follow simple recipes and prepare some simple snack foods. The student will be able to prepare a simple meal and display good mealtime manners.

Of the 18-week exploratory class, the student will be able to prepare some simple snack foods and understand and follow simple recipes. The student will be able to prepare a simple meal and display good mealtime manners. The student will demonstrate a basic knowledge of nutritional information needed to plan simple economical meals.

The knowledge for the 9-week, 12-week, and 18-week exploratory classes will be evidenced through the completion of assignment and job sheets and tests with 85% accuracy.

SPECIFIC OBJECTIVES

After completion of this (9, 12, or 18-week) unit, the student should be able to:

1. Recall recipe measurement abbreviations. (9, 12, and 18 weeks)

2. Match food terminology related to cooking preparation with their correct definitions. (9, 12, and 18 weeks)

3. Apply correct measuring techniques. (9, 12, and 18 weeks)

4.1. Recognize kitchen safety rules. (9, 12, and 18 weeks)

4.2. Practice kitchen safety rules. (9, 12, and 18 weeks)

5. Match basic cooking equipment with the food preparation task. (9, 12, and 18 weeks)

6.1. Describe proper operating and care of kitchen appliances. (9, 12, and 18 weeks)

6.2. Recognize, locate, appropriately operate and care for school kitchen equipment. (9, 12, and 18 weeks)

7.1. Recognize rules for good personal hygiene and sanitation practices. (9, 12, and 18 weeks)

7.2. Work cooperatively with other students and practice personal hygiene in the school kitchen. (9, 12, and 18 weeks)

8. Identify rules for mealtime manners. (9, 12, and 18 weeks)

9. Identify correct statements about basic nutrition and snack choices. (18 weeks)

10. Recall grocery shopping techniques. (12 and 18 weeks)

11. Follow recipe steps in the proper sequence. (9, 12, and 18 weeks)

12. Demonstrate the proper selection and use of dinnerware, silverware, and glassware. (9, 12, and 18 weeks)

13. Coordinate food preparation tasks with time management. (9, 12, and 18 weeks)

UNIT V

SUGGESTED ACTIVITIES

I. Instructor

   A. Provide students with unit objectives.

   B. Provide students with information sheets, assignment sheets, and job sheets.

   C. Discuss unit and specific objectives.

   D. Provide resources for the completion of unit activities.

   E. Make transparencies.

   F. Discuss assignments to be completed by students.

   G. Evaluate student assignment sheets, job sheets, and unit tests.

II. Students

   A. Read objectives.

   B. Read information outline, job sheets, and assignment sheets.

   C. Discuss assignments to be completed with the instructor and other students.

   D. Complete the assignment sheets and job sheets.

   E. Take unit test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objective sheet

   B. Information outline

   C. Handouts

      1. HO 1: Lab Clean-Up Duties

      2. HO 2: How to Wash Dishes

      3. HO 3: Dinnerware, Silverware, Glassware

4. HO 4: Example of Supermarket Floor Plan
5. HO 5: Taco Salad
6. HO 6: Dishpan Cookies

D. Transparency masters

1. TM 1: Why Is It Important to Recognize Recipe Abbreviations?
2. TM 2: Common Cooking Preparation Terms Are:
3. TM 3: Common Food Preparation Terms Are:
4. TM 4: Correct Measuring Techniques
5. TM 5: Use Standard Measuring Tools
6. TM 6: Basic Pots and Pans
7. TM 7: Basic Kitchen Utensils
8. TM 8: Proper Tasting Method
9. TM 9: Steps in Dishwashing
10. TM 10: How to Break an Egg - Dishpan Cookies
11. TM 11: A Sad Story

E. Assignment sheets

1. AS 1: Learning to Recognize and Use Measurement Abbreviations Used in Cooking
2. AS 2: The Cook's Puzzle
3. AS 3: Spelling Check
4. AS 4: Recognizing Poor Manners and Incorrect Tablesetting
5. AS 5: Good Reasons for Good Manners
6. AS 6: My Thoughts About Food
7. AS 7: Foods I Love to Eat
8. AS 8: My Diet Diary
9. AS 9: Daily Food Intake Score Sheet
10. AS 10: Checking My Intake of Food Nutrients
11. AS 11: Planning a Balanced Menu for One Day

12. AS 12: A Sad Story

13. AS 13: Where Can I Find the _________?

14. AS 14: Learning to Make a Grocery List

15. AS 15: Reading a Label

16. AS 16: Learn to Compare Newspaper Shopping Ads

F. Answers to assignment sheets

G. Job sheets

1. JS 1: Making and Using Food Preparation Techniques Flash Cards

2. JS 2: Game: "Cool Cook"

3. JS 3: Making Taco Salad

4. JS 4: Additional Project to Eat with Taco Salad: Nachos

5. JS 5: Flour Tricks

6. JS 6: Making Dishpan Cookies

7. JS 7: Game: "Can You Fix Dinner without an Accident?"

8. JS 8: Locating Equipment in the School Kitchen

9. JS 9: Game: "Name That Tool"

10. JS 10: Learning to Operate and Clean the Stove (Range)

11. JS 11: Learning the Use and Care of Appliances

12. JS 12: Giving Your Report and Testing Your Class

13. JS 13: Table Setting Game

14. JS 14: Learning to Identify and Use Dinnerware, Silverware, and Glassware

15. JS 15: Learning to Set the Table

16. JS 16: Practicing Table Setting and Mealtime Manners

17. JS 17: Biscuits Supreme (Better Homes and Gardens Cookbook)

18. JS 18: Identifying Good and Poor Snack Foods

19. JS 19: Pizza Preparation Lab (2 days)

20. JS 20: Super Supper Surprise

21. JS 21: Spaghetti Dinner Lab

22. JS 22: Comparing Food Brands

H. Unit test

I. Answers to unit test

II. References

A. An excellent card game called "Million Dollar Manners" is available from NASCO. (901 Janesville Ave., Ft. Atkinson, Wisconsin 54538. Phone order 1-800-558-9595. Price is about $6.98 each.)

B. An excellent book for cooking labs is: Morgan, Connie A. Great Cooking Labs for Home Economics. Portland, ME: J. Weston Walch Co., 1982.

C. The dairy council has a "snack kit," contact at the following addresses:

1. St. Louis Dairy Council; 7727 Clayton Road; St. Louis, MO 63117; Phone 314-721-1145

2. Kansas City; Phone 816-861-5300

3. Columbia; Phone 314-647-5690

4. Springfield; Phone 417-862-1402

5. If you are not served in your area write: National Dairy Council; 6300 North River Road; Rosemont, IL 60018; Phone 312-696-1020

NUTRITION EDUCATION AND FOOD MANAGEMENT

UNIT V

NOTES TO THE TEACHER

Organizing a Lab
(For example: Job Sheet 17 - Biscuits Supreme)

1. It is best to demonstrate the first labs until the students demonstrate the ability to work on their own.

2. A favorite first lab (after baking the Dishpan Cookies) is the Biscuits Supreme lab. After explaining how to clean the lab, the teacher bakes the biscuits, carefully explaining how each step is done. While the biscuits bake, students fill out the lab sheet and become familiar with what they will be doing the next day. Each student has some measuring jobs, mixing jobs, and clean-up jobs. If asked, each person should be able to tell or list what s/he is doing the next day.

3. Ask students to bring a sack for their biscuits (cookies, etc.) if your budget is limited.

4. Help students fill out time sheet by asking the following questions:

    a. What time does the bell ring to leave the class?

    b. If you allowed 5 minutes to clean up your dishes, what time would you stop eating?

    c. If you were going to allow 10 minutes for eating, and STOPPED eating at ___________, what time do you START eating?

    d. If you wanted to start eating at __________ and the biscuits baked for 10 minutes, what time would they have to be in the oven?

    e. How much time do you have to mix the biscuits and put them in the oven?

    f. What happens if you are 5 minutes late getting the biscuits in the oven? 10 minutes? 15 minutes?

    g. What do you do while the biscuits are baking? (Answer: Clean up the mess!!)

5. If students do a poor job on the first lab, it is very beneficial for them to repeat it. Experience has shown that if they have a poor lab experience, students are very proud of being able to "prove" they can do it right.

6. If you wish to be overwhelmed with volunteers to help you clean up the demonstration dishes, offer extra biscuits to those willing to help you.

7. **Teaching technique:** When teaching how to knead, use a piece of paper. Tell students to pretend they are going to fold in each corner, push it in the middle, and turn the dough to the next corner. Fold, push, turn. Fold, push, turn, etc.

Organizing Lab Clean-Up

8. It is a good idea to explain how you wish the lab cleaned when students have finished using the kitchens. You may wish to make changes. If you have more/fewer students per kitchen, you will need to rearrange clean-up duties so all students participate in cleaning.

9. Persons change clean-up duties each time they have a cooking lab.

10. The chef acts as the leader and secretary for the group. The teacher should make sure students are sharing ideas when they are filling out the lab work sheet. (Sometimes they are not at all fair.)

11. Before cooking, students are shown how the kitchen equipment is organized.

12. Post clean-up duties for easy student reference.

13. You may wish to add your own rules, such as "no towel flipping," "no water fights," etc. Student of this age have a tendency to participate in such time-consuming activities. (Sometimes they may need to sit out a lab and watch the proper way to work.)

14. You have a right to and should expect the kitchen to be spotlessly clean when they finish. The teacher should never be expected to clean up anyone's mess, nor should the next class be asked to do this. If they are slow and disorganized, cut down on eating time rather than clean-up time. When students realize they cannot do a poor cleaning job, they learn to leave a spotless kitchen.

15. Many students do not know how to wash dishes properly. HO 2 can be posted in each kitchen unit or enlarged for a poster to serve as a reminder. You may also wish to make a bulletin board on how to wash dishes.

Pitfalls to Avoid

16. If you buy butter or jelly in large containers, put small amounts in a bowl. Students tend to make a mess by putting a buttery knife in the jelly and vice versa.

17. If you are unfamiliar with the school routine or how teachers feel about food in their class, do not allow students to take food to their next class.

18. Help students watch the clock. They forget.

233

19. Keep an eye out for the groups that do not wish to share jobs equally. This is one thing you check when looking at the lab sheet.

20. When demonstrating the biscuits, stress that milk is not added until the shortening is cut in. One suggestion that seems to work is to say the mixture should resemble oatmeal after the shortening is cut in. "You PUT MILK ON YOUR OATMEAL - not before your oatmeal is in your bowl." (The most common fatal mistake is adding milk before the shortening is cut in.)

21. Never have a lab on Monday or a demonstration on Friday.

22. Students this age are not ready to make out a market order. Beginners do much better if all are doing the same work. It is suggested that all ingredients be put out on the lab table and students go to the lab table to get what they need. (They should not be allowed to do any mixing at the lab table.)

23. Keep kitchen arrangement simple for ease in clean-up and finding equipment.

Just For Fun

24. Be creative with the aprons you wear. If you machine embroider, write messages to your students on your aprons. On biscuit demonstration day, wear one that says, "Watch this - Tomorrow It's Your Turn." The next day, wear one that says "Are You Measuring Correctly?". Other suggestions:

"Oh, Boy! Cookies Today!"
"Did someone say 'Taco Salad'?"
"Blessed Are The Cleaner Uppers"

Think of your own messages. Students love to read them, and you can make a point of something you consider important. (You may have other methods of writing messages, such as taking them to the tee shirt printing shop.)

Suggested Activities For Cooking Labs

25. After studying about nutritious snacks, have a "Snack Lab" by dividing the class into small groups and allowing each group to prepare a different kind of nutritious snack food. Prepare enough so that each person in the class can have a bite. Some suggestions are: celery stuffed with peanut butter or cheese spread, apple slices spread with peanut butter, and mini-pizzas (flatten biscuits, top with pizza sauce and cheese, bake).

26. Have a cheese tasting lab. Provide bites of a variety of cheeses. Serve with whole wheat crackers.

27. Demonstrate various nutritious milk or fruit drinks.

28. Use flash cards with pictures from the transparency masters pasted on poster board and cut out. Print the term on the back of the card.

29. You may wish to use flash cards to teach the recipe abbreviations. Bring words and abbreviations on cards.

Suggested Activities for Studying Nutrition

30. Several weeks before teaching the section on nutrition, check and see if you have food models, comparison cards, and posters, and "Food...Your Choice" Level 3, (Teacher and student materials). If you do not have these we suggest you try to get them. The Dairy Council also has a "snack kit."

31. The National Dairy Council publishes an excellent nutrition learning system. We strongly suggest you use: "Food...Your Choice" Level 3. (You will need the teacher and student materials.) It is suggested that you use Unit One Activity 4A-4F. These activity sheets provide an excellent way of learning the leader nutrients. Other activities may be desirable if time permits.

32. Food models and comparison cards (also produced by the National Dairy Council) are very effective in showing the nutritional values of various foods. Display them all around the room for easy reference and comparison. They also have suggestions of other activities for their use.

33. Dairy Council's "Snack Kit" has appropriate suggested activities and recipes.

Attitudes About Food

34. Students often view a new food with a great deal of suspicion. They say "I don't like it," even if they have never eaten it before. Some will even go so far as to walk away, if they can. Some have real food allergies, others may develop them suddenly.

35. Students have a bad habit of making remarks such as "Gross," "Yuk," "Oh, gag," when they watch food being mixed. Someone usually has an overactive imagination and likes to compare the looks of the food with something unpleasant. "That looks like __________."

36. If the class leader likes the food, others will agree; if s/he does not like the food the class will also agree. Often students wait for someone else to take the first bite and make a judgment before they will try the food. Observe the class, and if possible, see that the students you believe will have a positive influence are the first to sample the food.

37. Most students like foods that are popular in their part of the country.

38. Although some students find whole grain or bran products acceptable, the majority prefer foods baked with white flour. (This is not to say you should not try them.)

39. Try to be lenient and tactful about MAKING someone try a food. For example you might say:

"I am not going to make you eat anything, but if you don't you may miss something you would really like."
"Be an independent person. Don't let someone else make up your mind for you."
"Don't knock it 'til you've tried it."
"It's OKAY if you don't like it. I'm proud of you for trying a little."

40. If you are well-acquainted with your class, you can ask them to help you pick a recipe for future class use. They will most likely try it if they can judge it and vote. If 97% like it, you have a winner.

Comparing Brands

41. Many consumers rely on the brand names when making selections in the grocery store. They are reluctant to try another brand. Ask students to name their favorite brand of canned peaches, peanut butter, margarine, bread, etc. Ask if they always use the same brand. What would make them change brands?

42. Before students come to class, open several cans of peaches and put them in identical bowls. Have a generic brand if possible, private label, and national brand. Have students compare what they see. Next show them the cans. See if they can match the cans with the peaches. DO NOT tell them if their guess is right until after tasting. Finally, compare the prices.

43. You will want to point out that when the food is used for cooking, the cheaper, less fancy product can be used.

44. Have students work out a check sheet for comparing peanut butter, margarine or some other food most of them eat.

45. Take a trip to the grocery store. Show students how to select some produce. Have them compare prices and point out the different things sold in the store. This would be an excellent activity after they have studied the unit.

Pizza Lab

46. You may demonstrate this lab; however, most students in the 6th or 7th grade should be able to manage it without demonstration. Careful study and discussion of procedures is all they require.

47. You might allow students to bring extra things for toppings if they choose. However, emphasize that no one should tell parents they HAVE to have something, nor should they cause someone to make a special trip to the store. If other members of the their group do not like their choice of topping, they can put it on their one part of the pizza. (NOTE: Toppings that are too thick can cause uneven baking of the pizza.)

48. If time permits, you may want the students to practice setting the table.

49. Stress careful measuring of the water. The crust is a little tricky.

Spaghetti Lab

50. Make garlic butter ahead of time.

51. Demonstrate how to cut the bread and how to wrap it properly. Students enjoy learning the "meat wrap."

52. While students are making the sauce (or at another convenient time) bring water to a boil and cook a small amount of spaghetti to demonstrate how to check spaghetti for doneness by tasting it. It should be "al dente" (firm)! Have them use tongs to pick up the spaghetti.

53. If time is short, have water boiling by class time. Have spaghetti measured. (Allow about 2 oz. per person. Too much food to eat takes up valuable time.)

54. You may want to have students practice twisting the spaghetti around their fork.

55. This can be a "reward" lab for students who have demonstrated in previous labs that they can handle it.

Other Activities

56. Get menus from various restaurants and practice ordering from the menu. Let students be waiter and waitresses. Consider taking the class to a restaurant.

NUTRITION EDUCATION AND FOOD MANAGEMENT

UNIT V

INFORMATION SHEET

I. Common recipe measurement abbreviations (TM 1, AS 1) (Unit Test, Part 1)

- A. teaspoon = t. or tsp. (3 t. = 1 T.)
- B. tablespoon = T. or tbsp. (16 T = 1 cup)
- C. cup = c. (2 c. = 1 pt.)
- D. pint = pt. (2 pt. = 1 qt.)
- E. quart = qt. (4 c. = 1 qt.)
- F. ounce = oz. (16 oz. = 1 lb.)
- G. pound = lb. or #
- H. few grains = f.g.

II. Food-related terminology

A. Terminology related to cooking: (TM 2, AS 2) (Unit Test, Part 2-A)

1. Bake - to cook in the oven by dry heat. (cookies, cakes, casseroles)
2. Boil - to heat until bubbles constantly rise to the surface.
3. Baste - to moisten food while it is cooking by putting melted fat or liquid over it.
4. Broil - to cook by direct heat under the broiler in the oven or on the barbeque grill.
5. Preheat - to turn on the oven ahead of time so it will be the exact temperature when the food is put into the oven.
6. Scald - to heat until liquid is almost to the boiling point, then remove from heat; to pour boiling water over food to make peeling easier. (tomatoes, peaches, etc.)
7. Simmer - to heat liquid at a temperature just below boiling. Tiny bubbles form on the sides of the pan but do not break the surface.

8. Steam - to expose or hold food over steam; to cook or soften.

9. Skim - to spoon off fat, foam, or other substances from top of mixture that is cooking.

10. Saute - to cook, uncovered, in a small amount of fat in a frying pan.

B. Terminology related to food preparation techniques (TM 3, JS 1 and 2) (Unit Test, Part 2-B)

1. Alternate - to add liquid and dry ingredients to a mixture using the following method:

    a. Step 1: add about 1/3 of the dry ingredients to the mixture and blend well.

    b. Step 2: add about 1/2 of the liquid ingredients to the mixture and blend well.

    c. Repeat step 1.

    d. Repeat step 2.

    e. Repeat step 1.

    f. It is important to add the dry ingredients as the first and last steps.

2. Beat - to make mixture smooth, or add air by using a brisk whipping or stirring motion with spoon or electric mixer.

3. Blend - to mix two or more ingredients until smooth and uniform.

4. Chop - to cut in pieces using a knife, chopper, or scissors.

5. Cream - to rub or beat with spoon or electric mixer until mixture is soft and fluffy.

6. Core - to remove the center part of the fruit, such as an apple.

7. Cube - to cut food in 1/2-inch squares that are uniform in size and shape.

8. Cut in - to mix shortening with dry ingredients using a pastry blender, knives, or fork.

9. Dice - to cut food in about 1/4-inch cubes of uniform size and shape.

10. Dot - to scatter small amounts of fat over the top of a food.

11. Fold - to add new ingredients to a fluffy mixture. Cut down through mixture along side of bowl with spoon, whisk, or fork; go across bottom of bowl, up and over staying close to surface. Turn bowl as you work.

12. Grate - to rub on a grater that separates the food in bits or shreds.

13. Knead - to work or press dough with the heels of the hands.

14. Melt - warm solid ingredient over very low heat or in double boiler until it becomes liquid.

15. Mince - to cut or chop food into extremely small pieces.

16. Pare - to remove skin by cutting with a knife.

17. Peel - to remove skin or outer layer with the hands.

18. Quarter - to divide into 4 equal parts.

19. Separate eggs - to break an egg and pour white part into a separate container, without breaking the yolk. (TM 10)

20. Slice - to cut in thin broad pieces.

21. Shred - to cut in thin narrow pieces.

22. Stir - to mix ingredients with a circular motion until well-blended or of uniform consistency.

23. Tear - to pull apart with your hands.

24. Toss - to mix foods lightly with a lifting motion using 2 forks or a spoon and fork.

25. Whip - to beat rapidly to make light and airy, as in heavy cream or egg whites.

III. Correct measuring techniques (JS 6)

A. Importance of knowledge and use

1. Correct measuring techniques are necessary to be a successful cook.

2. Group projects require accuracy.

3. Ingredients are too expensive to risk failure.

B. Standard measuring utensils (TM 4)

    1. Liquid measuring cup

        a. Measures all liquids such as milk or oil

        b. Has a spout

        c. Has a full cup line slightly below top

        d. Is available in three sizes - 1 cup, 1 pint, 1 quart

        e. Is marked in thirds, fourths, and metric measurements

    2. Dry measuring cup

        a. Measures all dry ingredients such as flour and sugar

        b. Has no spout

        c. Has a full measure line at top of the cup

        d. Is available in individual cup sizes - 1 cup, 1/2 cup, 1/3 cup, 1/4 cup and sometimes 2/3 cup, 3/4 cup, and 7/8 cup

    3. Straight spatula - used for leveling dry ingredients.

    4. Measuring spoons - individual sizes are tablespoon, teaspoon, 1/2 teaspoon, 1/4 teaspoon, and sometimes 1/8 teaspoon.

C. Dry ingredients (TM 5, JS 5)

    1. Flour

        a. Sift or stir all types including presifted flour.

        b. Spoon carefully into dry measuring cups.

        c. DO NOT pack, shake, or tap the cup.

        d. Level with spatula.

    2. Granulated sugar

        a. Break lumps if necessary.

        b. Fill dry measuring cup.

        c. Level with spatula.

3. Brown sugar
    a. Spoon into dry measuring cup.
    b. Pack with back of spoon.
    c. Level with spatula.
    d. It should hold shape when removed from cup.
4. Confectioners or powdered sugar
    a. Sift.
    b. Spoon into dry measuring cup. Do not pack, shake, or tap.
    c. Level with a spatula.
5. Solid shortening
    a. Pack into dry measuring cup so there are no air spaces.
    b. Level with spatula.
    c. Remove with rubber scraper.
6. Salt
    a. Hold correct-sized measuring spoon over waxed paper or small cup to fill.
    b. Level with spatula.
    c. Pour excess back into salt box.
7. Baking soda, baking powder, spices in a can
    a. Dip measuring spoon in can or box.
    b. Level on the edge of the container or with spatula.
8. Oatmeal, cereal flakes, nuts, other similar ingredients
    a. Pour into dry measuring cup.
    b. Level with palm of the hand.
9. Coconut, shredded cheese, other similar ingredients
    a. Use dry measuring cup.
    b. Pack gently to top of cup.

D. Liquid ingredients (TM 5)

  1. Oil, milk, water, etc.

    a. Set liquid measuring cup on level surface.

    b. Look at the measure line at eye level.

  2. Thick substances such as syrup, honey, molasses

    a. Set liquid measuring cup on level surface.

    b. Look at the measure line at eye level.

    c. Stop pouring just before reaching line (these substances pile up).

E. Flavorings

  1. Use measuring spoon.

  2. Do NOT pour into spoon over mixing bowl. Hold spoon to one side.

F. Sticks of butter or margarine

  1. Remember that 1 stick = ½ cup or ¼ lb.

IV. Kitchen safety rules (JS 7) (Unit Test, Part 4)

A. To prevent cuts

  1. When using a knife, use a cutting board. Hold food and knife in such a way that you will not cut your fingers if knife slips.

  2. When you wash a knife, hold it so the blade is away from the hand that is holding the sponge or dish towel. Always hold onto the knife while it is in the dishwater.

  3. Do not store a knife loose in the drawer. Use a special compartment, knife holder, or knife rack.

  4. Never use a knife as a can opener.

  5. When loading the dishwasher, do not point knife blades upward. It is better not to put sharp knives in the dishwasher.

  6. Use a vegetable peeler instead of a knife when possible. Push peeler away from you.

  7. If you break glass, sweep up all the pieces immediately. Use a damp paper towel for tiny pieces.

B. To prevent burns

1. Point pot handles inward, but not over another hot burner.
2. When removing a lid from a pan, tilt the lid toward you so that the steam goes out the back.
3. Always use a DRY potholder and never a dish towel to pick up hot objects.
4. When turning meat or chicken in the fry pan, hold the lid in front of you to act as a shield against popping grease.
5. When deep fat frying, have grease at least 4" below top of pan to prevent boil-over. Do NOT DROP food into the fat. Do not add french fries that have water droplets or frost on them. DO NOT DEEP FRY IF AN ADULT IS NOT AT HOME.
6. Tighten loose pot handles.
7. Don't fill a pan so full that it will boil over.
8. When you are cooking something in a skillet or sauce pan, do not start another activity that might cause you to forget about it. Set a timer to remind you to check your food.
9. If you have a fire, do not turn on the exhaust fan if it is located directly above the fire.
10. If you do have a fire on the stove, turn off the heat at once, then smother it with a skillet lid. You may also smother the fire with baking soda, baking powder, flour, or salt.
11. Do not carry a hot pot or pan across the room if it is too full.
12. When frying, do not overheat the skillet.
13. When toasting prepared foods that have a sticky frosting, do not remove the hot food with your fingers.
14. Stand back from the oven door when opening it.

C. To avoid falls

1. To reach something on a high shelf, use a step stool or stepladder.
2. Immediately wipe up any liquids spilled on the floor.
3. Spilled flour or similar substances should be wiped from an uncarpeted floor immediately.

4. Pick up any objects or toys that are dropped.

5. Avoid using throw rugs in the kitchen (you might trip on them).

6. Keep basement door closed, if there is any possibility of falling down the stairs.

D. To prevent other types of accidents

1. Keep cupboard doors closed.

2. Unplug the toaster before trying to remove something that is stuck in it.

3. Always unplug the electric mixer before removing the beaters.

4. Use a rubber scraper to scrape side of the bowl when using the electric mixer.

5. Do not allow electric cords to drape off the counter tops.

6. Do not string electric cords across the room.

7. Long hair should be put up.

8. Jackets or garments with long loose sleeves should not be worn while cooking.

V. Basic cooking equipment (AS 3, JS 8 and 9) (Unit Test, Part 5)

A. Pots and pans (TM 6)

1. Muffin pan - used for cupcakes and various kinds of muffins.

2. Square baking pan - usually 8" or 9". Used for making square one-layer or two-layer cakes, brownies or bar cookies.

3. Round cake pan - usually 8" or 9". Most often used for layer cakes.

4. Pie pan - 8", 9", and 10" pans with sloped sides. Most often used for baking pies.

5. Sauce pan - used for cooking vegetables, fruits and sauces on top of the range.

6. Double boiler - used for low-heat cooking, melting foods, reheating, or keeping foods hot. Hot water is put in the bottom container and the food is placed in the top container.

7. Loaf pan - used for baking breads, pound cake, fruitcake, or meat loaf.

    8. Cookie sheet/baking sheet - flat pan which allows even browning of cookies or biscuits.

    9. Sauce pot - used for cooking large amounts of food or for cooking pastas.

    10. Casserole dish - used for baking or serving foods.

    11. Skillet or fry pan - used for frying, sauteing, or pan broiling.

    12. Oblong baking pan - 9" x 13" size. Will accommodate two-layer cake batter. Used to bake and prepare a wide variety of foods.

    13. Pizza pan - most frequently used to bake pizza.

B. Cooking utensils (TM 7)

    1. Spatula - used for leveling ingredients that are measured in a dry measuring cup, spreading, or removing small cookies from the baking sheet.

    2. Rotary beater - used to beat eggs or thin batters.

    3. Rolling pin - used to roll dough.

    4. Rubber scraper - used to clean the sides of a bowl or to scrape a plate. Should not be used on a hot surface or for stirring hot foods.

    5. Egg turner - used to lift eggs, bacon, or hamburgers from the skillet. Slots allow excess fat to run off.

    6. Pancake turner - used to turn pancakes, french toast, omelets, or remove them from the skillet.

    9. Sifter - used to sift dry ingredients.

    7. Colander - used to drain liquid from solid food.

    8. Whisk - used to beat eggs, sauces, drinks, and thin batters.

    9. Sifter - used to sift dry ingredients.

    10. Cooling rack - used to cool cookies or cakes so that air circulates around the food.

    11. Vegetable peeler (parer) - used to pare vegetables such as carrots and potatoes.

    12. Pastry blender/pastry cutter - used to cut shortening into dry ingredients.

    13. Masher - used to mash potatoes and other vegetables.

14. Vegetable brush - used to scrub fruits and vegetables.

15. Cutting board - used to chop or cut vegetables, fruits, and other foods.

16. Nested mixing bowl set - a set of various sizes of bowls for mixing foods.

17. Tongs - used to lift hot foods, ice, or leafy salads.

18. Slicer/grater - used to grate and very thinly slice foods such as cheese.

19. Biscuit/doughnut cutter - cutter center is left in to cut out doughnuts; remove center piece to cut out biscuits or cookies.

20. Strainer - used to separate liquid and solid foods. Small, fine meshed strainers are used to strain loose tea.

21. Mixing spoon - large metal or plastic spoon used for mixing batters.

22. Utility knife - blade about 5" long. Used to cut sandwiches, slice and quarter fruits, and trim and chop large vegetables.

23. Paring knife - blade usually about 3" long. Used to pare and eye potatoes, pare fruit, remove stems, skin, and pit or seed fruits and vegetables.

VI. Operation of and care for kitchen appliances (JS 10, 11, and 12) (Unit Test, Part 6)

A. Consult the instruction manual for proper operation.

B. Consult instruction manual for proper care and cleaning.

C. General operating and cleaning suggestions

1. Stove (Range)

a. Clean after every use by wiping with a damp cloth or sponge and immediately dry with a soft cloth.

b. Remove all soiled drip pans and wash in soapy water.

c. Do not leave a burner or oven on after the food has been removed.

d. Do not heat the room by turning on the oven and opening the door.

2. Ceramic glass cook top

    a. Use only special cleaner prescribed by manufacturer.

    b. Do not place food directly on the cook top.

    c. Do not try to clean while hot.

3. Microwave

    a. Wipe outside and inside with damp sponge or cloth and dry immediately.

    b. Do not turn microwave on if there is nothing inside.

    c. Do not use metal cooking utensils or foil in the microwave.

4. Dishwasher

    a. Remove pieces of food from dishes and utensils before placing in dishwasher.

    b. Be sure to check instructions for proper loading.

    c. Keep outside clean by wiping with a damp cloth and drying immediately.

    d. Use only automatic dishwasher detergents.

5. Refrigerator

    a. Wipe outside with a damp cloth and dry immediately with a soft cloth.

    b. Wipe inside weekly with a cloth or sponge dipped in a solution of baking soda and water.

    c. Check often to see if any food should be removed and thrown away.

6. Garbage disposal

    a. Never load while it is running.

    b. Always check before putting food in. See if a foreign object has fallen into it.

    c. Flush drain with cold water while disposal is running.

    d. Occasionally sharpen the blades by putting ice cubes in and turning disposal on.

7. Electric mixer, blender, toaster, skillet, can opener, waffler and other small appliances - clean after each use according to manufacturer's instructions.

VII. Rules for good personal hygiene and sanitation practices

A. Reasons for rules

1. Unclean habits can cause contamination of food.

2. Unclean habits can cause the spread of illnesses.

3. When others observe poor habits, it may cause them to lose their appetite.

4. Unclean kitchens are unhealthy and are not conducive to good learning situations.

5. Good habits should be formed in the school laboratory.

B. Rules for personal hygiene (Unit Test, Part 7-A)

1. Hands and nails should be very clean.

2. Avoid touching face, hair, or unsanitary objects.

3. If you must cough or sneeze, cover your mouth and nose. Wash your hands afterward. Wash after using the toilet.

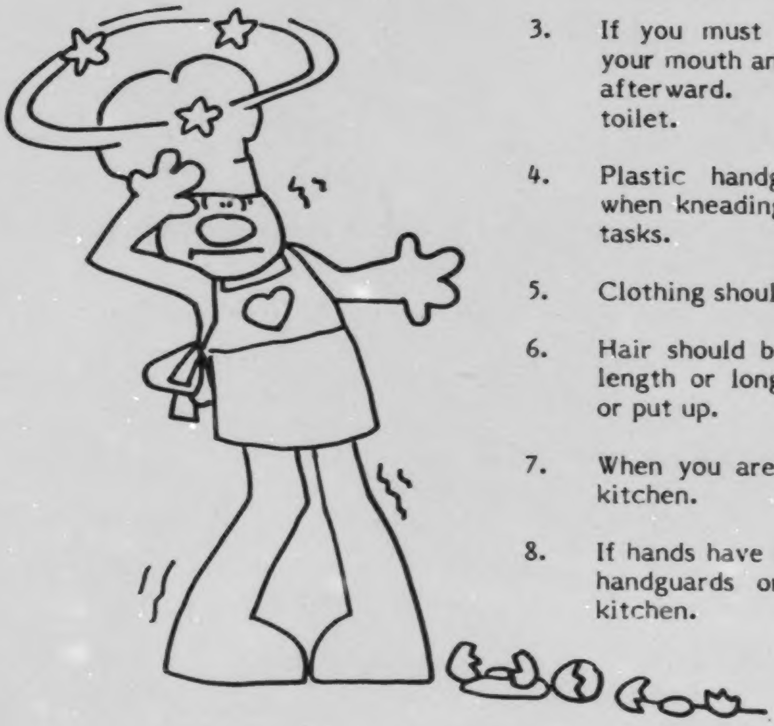
4. Plastic handguards should be worn when kneading dough or doing similar tasks.

5. Clothing should be clean.

6. Hair should be clean and, if shoulder length or longer, should be tied back or put up.

7. When you are ill, do not work in the kitchen.

8. If hands have cuts or sores, use plastic handguards or do not work in the kitchen.



9. When tasting food, use a clean spoon rather than the stirring spoon. Do not stick your finger in the food to taste. (TM 8)

C. Rules for kitchen cleanliness (Unit Test, Part 7-B)

1. Keep work area clean.

2. Use clean utensils and containers.

3. Never use dishtowels to wipe spills, hands, the floor, or for anything other than drying dishes.

4. Wash and dry dishes properly. (TM 9, HO 2)

   a. Scrape all garbage from dishes and place in proper containers.

   b. Rinse to remove small food particles and sauces.

   c. Stack properly. Put all silverware together. Put like dishes together such as dinner plates, saucers, bowls, etc.

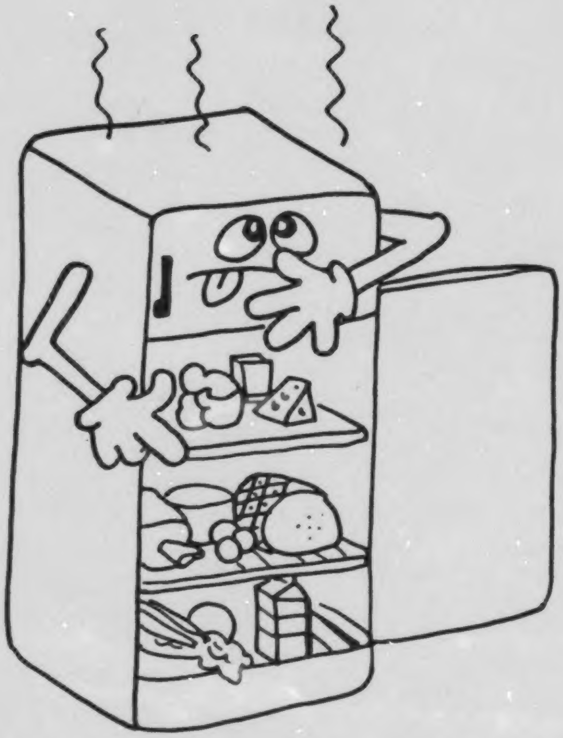
   d. Fill sink with hot soapy water.

   e. Wash dishes in this order: glassware, silverware, dinnerware, pots and pans, skillets.

   f. Change dishwater if needed.

   g. Rinse in hot water.

   h. Dry with a clean towel or cover with a towel and allow to air dry.



5. Do not let food spoil in the refrigerator.

6. Keep large appliances clean inside and outside.

7. Floor should be kept clean and scrubbed often.

8. Promptly refrigerate leftovers in clean covered containers.

9. Wipe or wash lids, caps, outside of bottles and jars before putting back in the refrigerator or on the shelves.

10. Never taste food that might be spoiled. Throw it away.

11. Keep trash cans clean.

12. Use plastic cutting and dough boards instead of wooden ones.

13. Do not use food if the can is bulging.

14. Never store food under the sink.

15. Occasionally clean behind stove and refrigerator and wipe off cabinet shelves.

VIII. Rules for mealtime manners (AS 4, JS 13, 14, 15, and 16) (Unit Test, Part 8)

HINT: When you are trying to decide how to place the silverware, cup and saucer, or water glass, remember that the table is set for the right-handed person. When a right-handed person gets ready to eat the main food (meat), the knife would be picked up with the right hand and the fork with the left hand. It is easier to lift drinks placed on the right side. The handle of the cup should be to the right because it is most comfortable. Even if you knew a person is left-handed, the table is usually set this way.

A. When setting a table

1. Dinnerware should be placed so lines are parallel with the table edge and evenly spaced.

2. All linen and dinnerware should be spotless.

3. Chairs should be placed so they are centered with the place setting.

4. Plate, silverware and napkins should be placed one inch from the edge of the table. (Bend your thumb. The space from joint to tip is about right.)

5. Plate is placed in the center of the place setting.

6. Silverware is placed in the order it will be used, starting outside and working in toward the plate.

   a. Place the dinner knife to the right, blade turned toward the plate. If no knife is to be used, do not put one on the table.

   b. Place spoon or spoons to the right of the knife.

c. Forks are placed on the left, unless no knife is used. In this case the fork may be placed on the right. The cocktail or seafood fork is placed to the right of the spoons. The salad fork may be on the outside or inside of the dinner fork depending upon when it will be used.

d. The goblet or glass is centered about one inch above the tip of the knife.

e. The napkin is placed to the left of the forks or in the center of the plate.

f. The bread and butter plate is placed above the forks with the butter spreader across the top or on the right side. The cutting edge of the spreader should be placed toward the center.

g. The cup and saucer should be placed on the right just below the goblet, with the handle parallel to the edge of the table.

h. The individual salad plate may be placed to the left of the dinner plate and below the bread and butter plate if both are to be used.

i. If the salad does not fill the individual salad plate, the roll and butter may also be placed on the same plate, if the occasion is informal.

j. The soup bowl is always placed on a plate for serving.

k. Iced drinks should be placed on coasters, and iced tea spoons are on the right.

l. If a centerpiece is used, it should be low enough for a person to see across the table.

B. When serving

1. Place or remove plates with the left hand from the left side of the seated person.
2. Remove or refill drinks from the right side of the seated person. Use the right hand.
3. Remove all serving bowls and plates as well as dinner plates, etc.
4. Pass food to the right.

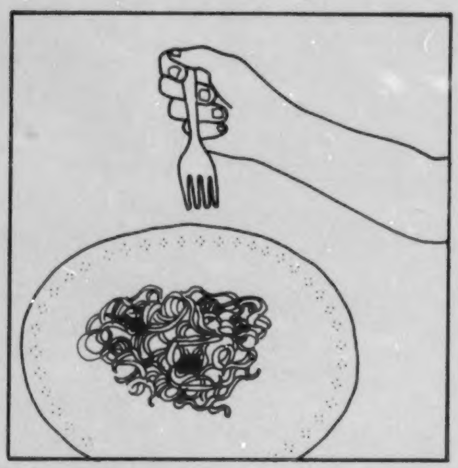
C. When using silverware

1. Fork foods

   a. Use fork whenever possible.

   b. Describe how to hold fork.

   c. Examples: vegetables (potatoes, peas included), seafood, waffles and pancakes, eggs, large pieces of cake, shortcake, pies, watermelon, meat loaf.



2. Knife foods

   a. Use only when the food cannot be cut with a fork.

   b. When cutting meat, the knife should be held so that the handle is in the palm of the hand with the first finger extended. The fork tines should be down. Do not cut across the fork tines. Cut only two or three pieces at one time.

   c. Examples: chops, steaks, other meat, or fowl (chicken is not eaten with the fingers at formal meals), butter, jelly, soft cheese, and food that has to be spread.

3. Spoon foods

   a. Use only if food is too liquid to pick up with a fork.

   b. When using spoons:

      1) Soup should be dipped away from you. Eat noiselessly from the side of the spoon. Do not blow the soup. When finished, leave spoon on the plate.

      2) When taking a serving of sugar, the sugar spoon should be used instead of using your own teaspoon.

      3) The iced tea spoon should be used quietly when stirring. When you are finished, lay it on the coaster or saucer never on the table.

   c. Examples: soups, stewed tomatoes, creamed vegetables, cantaloupe, fruits with syrup, grapefruit, puddings, cereals.

4. Finger foods

   a. Dry or firm foods may be eaten with the fingers.

b. Examples: breads, crackers, toast, most sandwiches, cookies, nuts, olives, crisp bacon, chips, radishes, celery, corn on the cob, grapes, cherries, candy, tacos, pizza, french fries.

D. When eating:

1. Take bread with your hands rather than a fork.
2. Break slices of bread into fourths to butter.
3. Do not lift a goblet by the stem.
4. Do not leave the spoon in the cup or sherbet dish.
5. When finished, put silverware in the center of the plate.
6. Never speak, drink, or laugh when your mouth is full of food.
7. Never play or motion with your silverware.
8. Never dip crackers, chips, or bread into the food unless it is a dip for that purpose.
9. Never put your elbows on the table.
10. Never put your knife in your mouth.
11. Never pick your teeth at the table.
12. Never blow on your food to cool it.
13. Never belch, stretch, or yawn.
14. Never argue, talk about unpleasant things, or say things to make people sick.
15. Wash hands before eating.
16. Try to eat a small amount of food even if you think you won't like it.

17. When refusing food say "No, thank you" rather than "I'm too full."
18. Remove bones or pits from your mouth with your thumb and first finger and lay them on your plate.

19. Be on time, and do not begin eating until everyone is seated at the table.

20. Keep your hand in your lap when you are not using it.

21. Take small bites and eat slowly.

22. Do not mop your plate with a piece of bread.

23. Do not reach across the table.

24. Put your napkin in your lap.

E. When identifying different kinds of tableware and learning their uses: (Refer to HO 3.)

1. Dinner plate - largest plate in a place setting; used when eating most meals or for placing under the soup bowl, if one is used.

2. Luncheon plate - middle-sized plate (7"-8" across); used for sandwiches or small meals; used under a bowl.

3. Bread and butter plate, dessert plate, individual salad plate - small plate (5½"-6½" across); never used to set a cup on.

4. Saucer - about the same size as the small plate, but has an indentation to hold cup in place; it is never used for eating purposes unless you have no other plate to use.

5. Cup - used for hot beverages or clear soups; serve on a saucer.

6. Soup or salad bowl - large bowl; used for soups, chowder, green salads, cereal, stew, etc.

7. Dessert bowl - small bowl used for fruits, pudding, and ice cream.

8. Dinner knife - often called "table knife;" used for cutting or spreading.

9. Butter spreader - a small knife used with the bread and butter plate; it is used to put butter, jam, and cheese spreads on your bread or rolls.

10. Dinner fork - the largest fork at the place setting; used to eat most of the food.

11. Salad fork - shorter handle than the dinner fork; used to eat salad, cake, pie, and other desserts.

12. Cocktail, seafood, or oyster fork - small fork with three tines; used to eat crab legs, lobster, shrimp cocktail, toasted ravioli or other appetizers; sometimes used as a pickle fork.

13. Boullion spoon - a round spoon with a short handle; used to eat clear soups or soups with small pieces of food, such as clam chowder or chicken rice soup; used when serving soup in a soup cup; short handle makes it unsuitable for use with a large soup bowl.

14. Oval bowl soup spoon - a large spoon to eat most soups, chowders, or stews; used when food has large chunks of meat or vegetables.

15. Teaspoon - the most common spoon; used to stir beverages, or to eat spoon foods mentioned in this lesson.

16. Iced tea spoon - a long handled spoon; used to stir beverages in a tall glass or for eating ice cream sodas.

17. Water goblet - has a stem and foot; used for ice water or other beverages.

18. Water glass - used for beverages of many types; holds 8-10 ounces.

19. Iced beverage glass - tall glass; usually holds 12 ounces.

20. Juice glass - small glass for juices; holds about 4 ounces.

IX. Basic nutrition (AS 6, 7, 8, 9, 10, 11, JS 18) (Unit Test, Part 9)

A. A diet which contains a balance of basic nutrients is important because:

1. The food enables a person to grow properly.
2. It helps maintain and repair the body.
3. It gives people energy to carry out their daily activities.
4. It helps maintain proper body weight.
5. It keeps the individual in general good health.

B. A lack of proper nutrition may result in the following:

1. Feeling tired and grouchy
2. Lack of resistance to colds and illnesses
3. The body not growing properly

4. Wounds heal slowly

5. Underweight or overweight problems

6. Feeling hungry before meal time

7. Lack of appetite and finicky about food

8. Dental decay

9. Nervousness

C. Leader nutrients, functions, and sources

1. Proteins - provide energy, help build body cells, and help protect body against infection. Sources are foods in the meat group of the basic food groups, and milk.

2. Carbohydrates - provide energy so protein works better and the nervous system functions more smoothly. Aid in proper elimination. Sources are potatoes, dried beans and peas, corn, bread, cereal, and sweet foods.

3. Fats - provide energy. Found in every cell. Sources are butter, oil, margarine, salad dressing, sausages, and pepperoni.

4. B-Vitamins - Thiamine (B_1), Riboflavin (B_2), and Niacin. Help use energy; promote normal appetite; promote healthy skin, eyes, nervous system; and aid digestion. Sources are liver, pork, nuts, cereal, milk, yogurt, poultry, and fish.

Vit. A, C
B's
Iron
fats
calcium
proteins
carbohydrates

5. Vitamin A - helps fight infection, promotes healthy eyes and the ability to see in the dark. Sources are liver, dark orange/yellow and dark green vegetables and fruits.

6. Vitamin C - helps the healing of wounds and prevention of infections. Sources are oranges, grapefruit, strawberries, cabbage, green peppers, papayas, and tomatoes.

7. Calcium - helps form strong bones and teeth. Helps blood to clot. Helps muscles and nerves to work properly. Sources are milk, cottage cheese, yogurt, sardines, salmon, and greens.

8. Iron - helps the body use energy. Forms hemoglobin which carries oxygen to the body cells and carbon dioxide away from the body cells. Sources are red meats, liver, prunes, dried beans, and peas.

D. Basic food groups are the leader food nutrients classified according to their content.

E. Food energy is measured in calories or joules.

1. High energy foods are usually:

   a. Thick, oily or greasy crisp. Examples are beef jerky, french fries, fried chicken, potato chips, and french fried pork rinds.

   b. Slick, smooth and thick -examples are milk shakes, gravy, and sauces.

   c. Sweet or sticky - examples are pie, cake and frosting, candy, ice cream and toppings, syrup, carbonated beverages, doughnuts, and carmel corn.

2. Low energy foods are usually:

   a. Thin or watery - examples are oranges, pears, grapefruit, and most fruits.

   b. Bulky but not fat - examples are lean meat, fish, and poultry.

   c. Coarse with lots of fiber but no fat - examples are celery and cereal grains.

   d. Watery crisp - examples are apples, carrots, watermelon.

   e. Puffed or airy - examples are enriched cereals.

3. Empty calorie foods provide energy (calories or joules) but few if any food nutrients. Examples are candy, carbonated beverages, cake, pie, marshmallows, jam and jelly, syrups and cheese puffs.

F. Snack foods

1. A knowledge of good and poor snack foods is important because:

   a. Most people eat between meals.

   b. Snacks can furnish needed nutrients.

   c. It can be helpful in maintaining proper weight control.

   d. Many dental decay problems are due to eating sweets without proper brushing.

X. Grocery shopping techniques (AS 12, 13, 14, 15, and 16; HO 4; JS 22) (Unit Test, Part 10)

A. Make a shopping list.

1. Plan your menu.

2. See what foods you already have on hand. List what you need.

3. Group foods together by the department in which they are found in the store.

4. Staple foods and household items should be included.

5. Have a place in the kitchen to keep a continual list of items you will soon need to buy.

shopping list
egg

B. Save money when you can.

1. Compare prices.

2. Use money-saving coupons.

3. Check newspaper and store flyers for specials.

4. Check package date.

C. Understand different departments within the store.

1. Produce Department -fresh fruits and vegetables

2. Meat Department -meat, poultry and fish

3. Dairy Department -milk and milk products such as cheese, butter, eggs; fresh fruit juices, cookie dough rolls; and biscuits

4. Frozen Food Department -frozen meat, fish, poultry, seafood, bread, TV dinners, vegetables, fruit pies, cake, and ice cream. This department should be your last stop.

5. Bakery Department -fresh bread, rolls, cakes, and cookies

6. Delicatessen - has foods that are cooked and ready to eat. Also has cold cuts and cheeses that are cut to your specification. Fancy breads and rolls; salads; and hot cooked foods, such as fried chicken, are sold here.

7. Drug Department - has things like toothpaste, shampoo, cosmetics, and aspirin (products that make you look or feel better).

8. Grocery Department -carries most food and household items. Vegetables, pet food, soaps, spaghetti, cereal, crackers, and cookies are found here.

9. Miscellaneous Department -you will find everything from pots and pans to tennis shoes; these items are not food items.

10. Look for signs above the aisles that tell you where to find an item.

D. Be courteous in the store.

   1. Do not bother other customers by being loud or by running around.

   2. Do not mess up displays.

   3. Do not leave food on the wrong shelf if you decide you do not want it.

   4. Be polite when waiting in line. Be courteous to the check-out clerk.

E. Read labels.

F. Read unit pricing.

   1. Located on the front of the shelf.

   2. Tells you the price per ounce or count.

IDEAS FOR POSTERS

Keeping room clean

Breathe into the circle.

If it turns red, you have a virus.

If it turns yellow, you have arthritis.

If it turns green, you have asthma.

If it turns blue, you have tired blood.

If it doesn't change colors, you are perfectly normal and able to do your share of the work around here.

Your Parent is not enrolled in this class, so clean up after yourself!

(The tooth fairy isn't much help, either.)

THIS IS A HIGH CLASS PLACE.

ACT RESPECTABLE.

Due to circumstances beyond our control, our maid and butler have resigned. Therefore, we ask your cooperation in keeping this place clean.

Handout 1: Lab Clean-Up Duties

You should clean up the kitchen according to the following:

CHEF

1. Fill out the lab work sheet with the help of the rest of the group.
2. Get the lab plan approved by the teacher.
3. Make sure job assignments are clear for each person.
4. Clean stove when necessary. Check the drip pans (under the burners) and wash them if they are dirty or have crumbs.
5. Check the kitchen after everyone is finished to make sure it is clean and tell the teacher the group is ready for inspection.
6. Clean the table where you ate.

HELPER #1

1. Sweep the floor if necessary.
2. Clean the supply table. Wipe off bottles, cans, etc. and arrange supplies neatly for next hour.
3. Put the dishes away in PROPER PLACE.

HELPER #2

1. Wash the dishes in HOT WATER.
2. Clean the sink with cleanser. Clean sink drainer.

HELPER #3

1. Dry the dishes.
2. Wipe the cabinet doors and fronts if they need it. (Use cleaning spray if necessary.)
3. After all the dishes are dried and the sink is clean, polish sink with the dish towel.
4. Put all towels and dishcloths in washing machine.

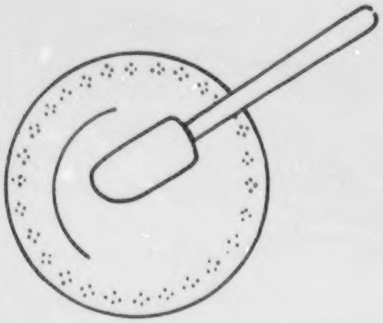
If you have 3 persons in your group - Chef also does Helper #3's jobs.

If you have 2 persons in your group - Divide jobs evenly between yourselves.

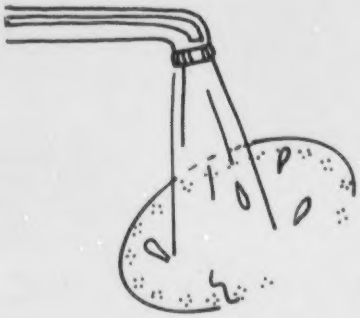
EACH PERSON IS EXPECTED TO HAVE VERY CLEAN HANDS. IF YOUR HAIR IS SHOULDER LENGTH OR LONGER, IT MUST BE TIED BACK WITH A RUBBER BAND OR PONY TAIL HOLDER.

Handout 2: How to Wash Dishes

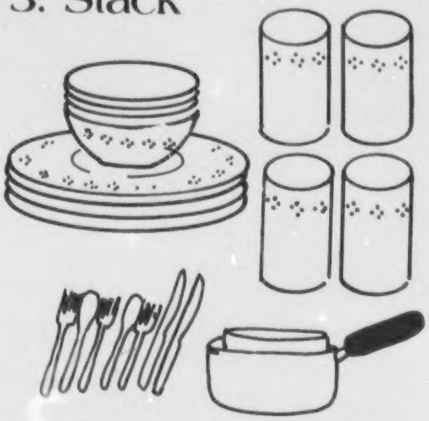
1. Scrape plates



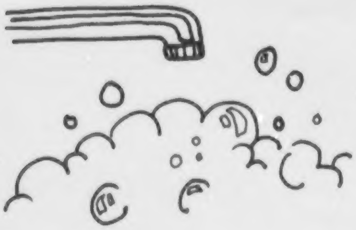
2. Rinse if needed



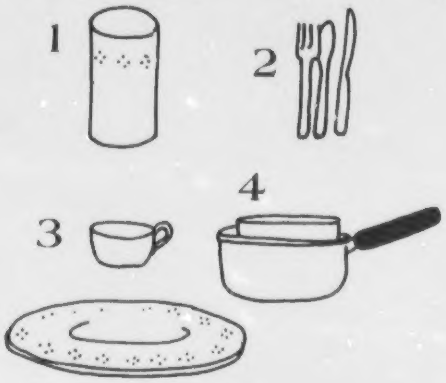
3. Stack



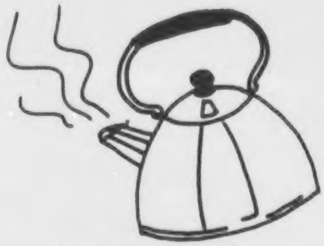
4. Fill sink with hot soapy water



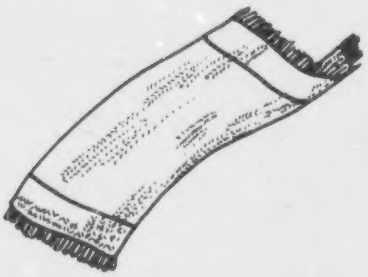
5. Wash in order:



6. Rinse in hot water



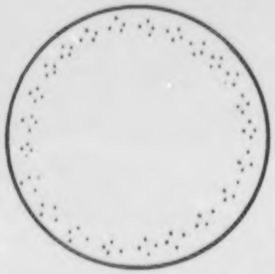
7. Dry with a clean towel

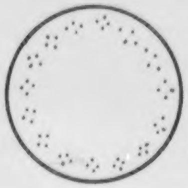


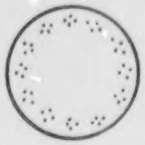
Remember:

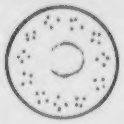
1. Use hot water
2. Change water if necessary

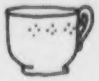
Handout 3: Dinnerware, Silverware, Glassware

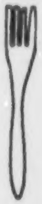

Dinner plate

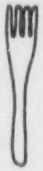

Luncheon plate

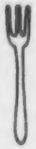

Salad, dessert, or bread and butter plate

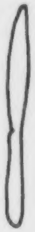

Saucer

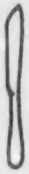

Cup

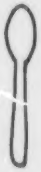

Dinner fork

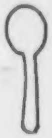

Salad fork

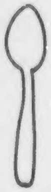

Cocktail or seafood fork


Dinner knife

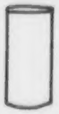

Butter spreader


Teaspoon

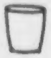

Boullion spoon

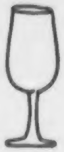

Oval soup spoon

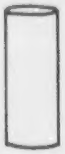
Iced tea spoon

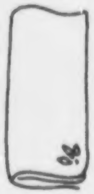


Water glass


Juice glass

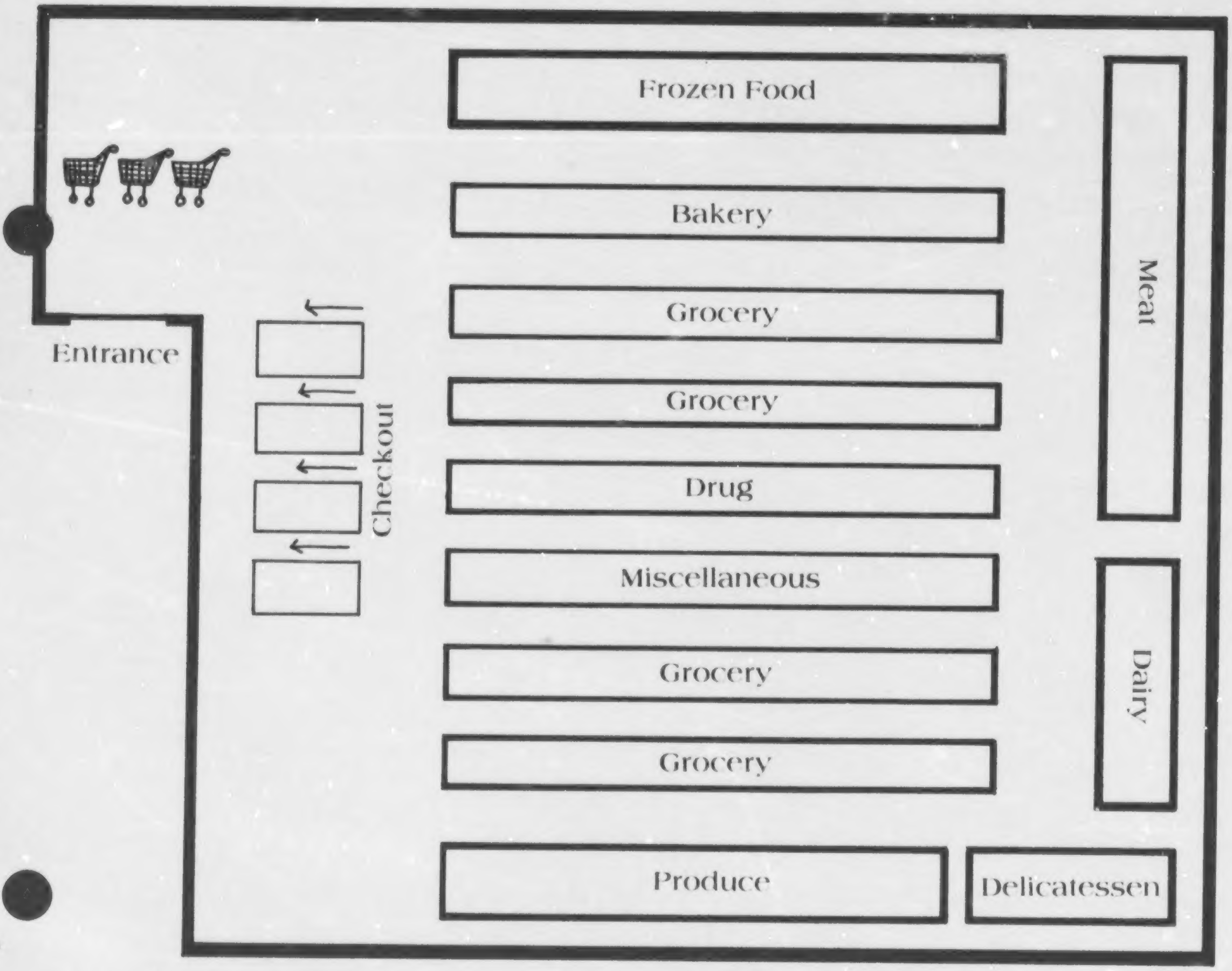

Water goblet


Iced beverage glass



Napkin

Handout 4: Example of Supermarket Floor Plan


Frozen Food
Bakery
Grocery
Grocery
Drug
Miscellaneous
Grocery
Grocery
Produce
Delicatessen
Meat
Dairy
Checkout
Entrance

Handout 5: Taco Salad

Brown	1 pound hamburger (DRAIN WELL)	
Add	1 can red or kidney beans (DRAINED)	
Meanwhile:	tear	one head of lettuce
	mince	4 green onions including tops (NOTE: Use a cutting board.)
	chop	4 medium tomatoes
	grate	4 oz. cheddar cheese
	crush	1 small bag of corn chips

Toss all together and use favorite dressing or taco sauce.

WARNING: This makes a full meal for 8-10 adults. Cut recipe down for smaller family.

This salad contains all four (4) basic food groups.

Handout 6: Dishpan Cookies

Mix all together:	2 cups cooking oil 2 cups brown sugar 2 cups white sugar 4 eggs
Add:	2 teaspoons baking soda 1 teaspoon salt 4 cups sifted flour (Sift. Then measure in dry measuring cup.) 2 cups coconut (optional) 1 1/2 cups quick oats 6 oz. (1 cup) chocolate chips (optional) 4 cups corn flakes (DO NOT CRUSH)

Bake at 350 degrees on ungreased cookie sheet for about 10-12 minutes. Cookies should be light golden brown.

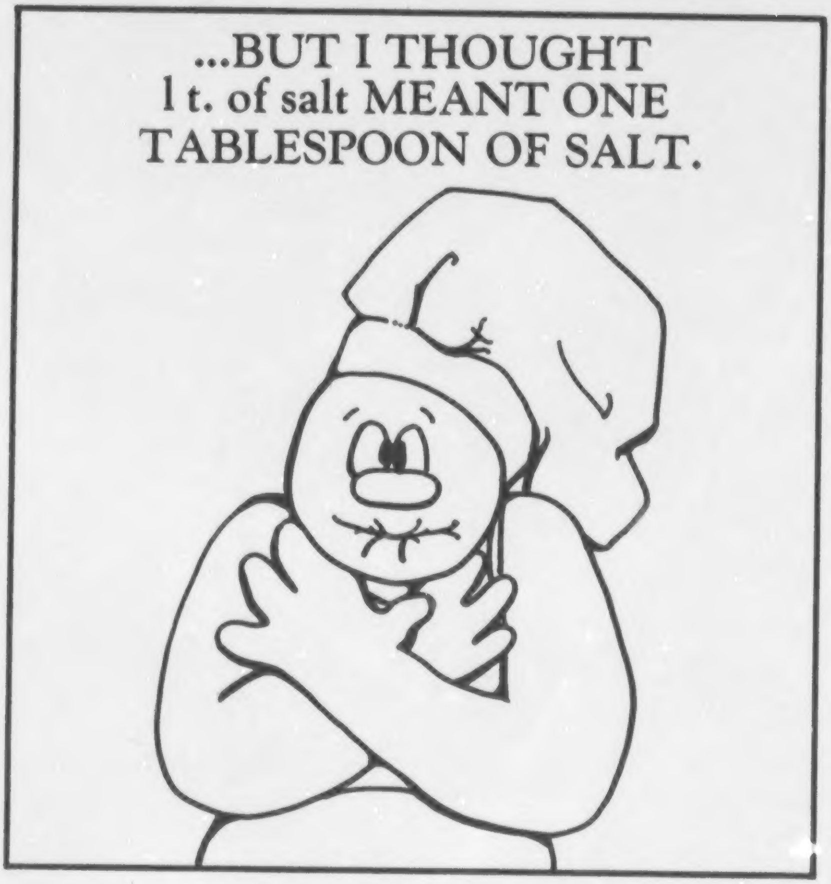
The reason these are called dishpan cookies is that they require a bowl the size of a dishpan to mix them in. Makes 12 to 15 dozen cookies.

The first time you bake these at home, you should cut the recipe in half. Have someone check and make sure you have divided the amounts correctly. To make the full recipe you will be baking a long time.

NOTE: Raisins or dates may be substituted for chocolate chips.

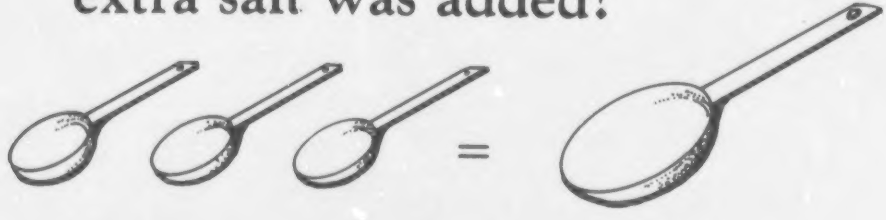
TM 1

WHY IS IT IMPORTANT TO RECOGNIZE RECIPE ABBREVIATIONS?


...BUT I THOUGHT
1 t. of salt MEANT ONE
TABLESPOON OF SALT.

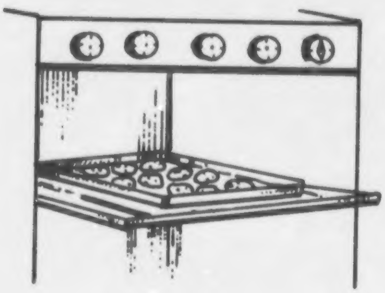
Do you know how much extra salt was added?

HINT:

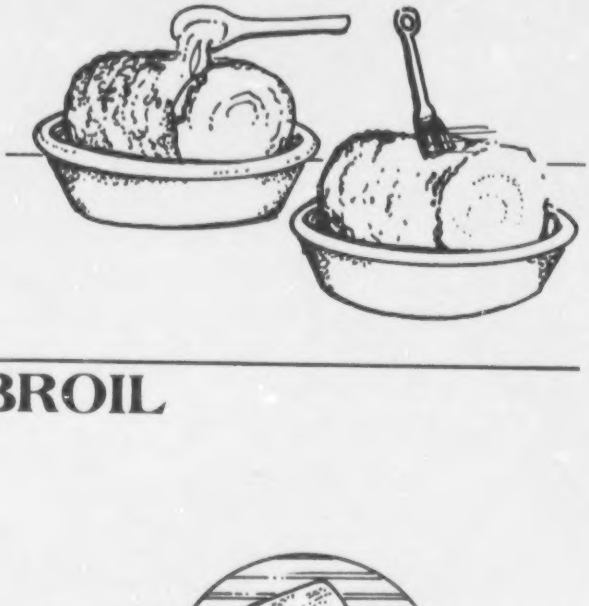


COMMON COOKING PREPARATION TERMS ARE:

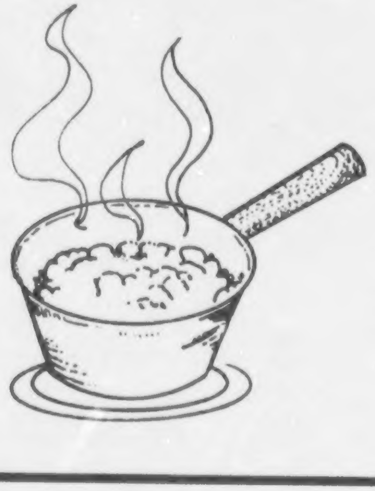
BAKE



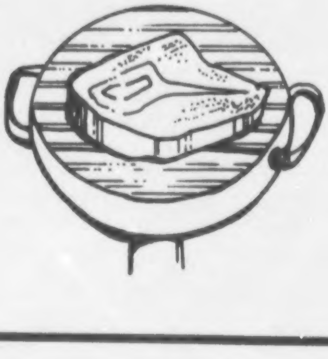
BASTE



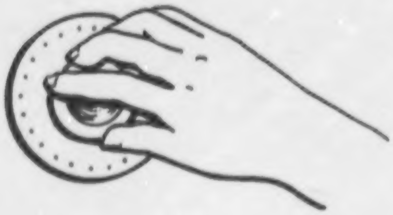
BOIL



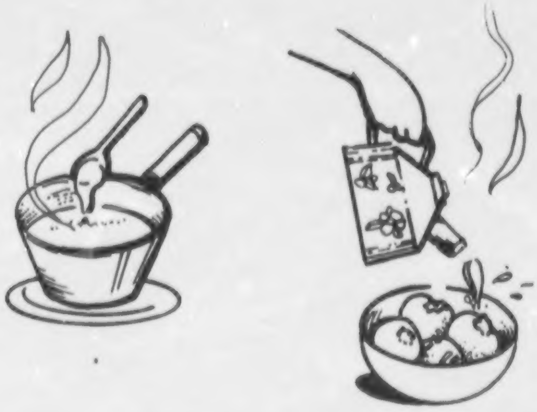
BROIL



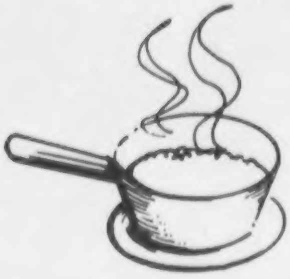
PREHEAT



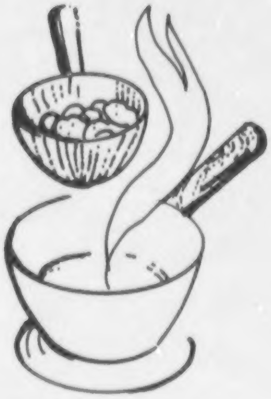
SCALD



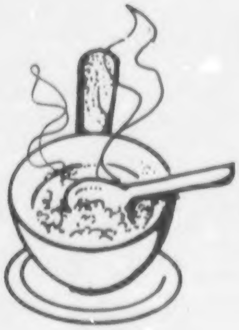
SIMMER



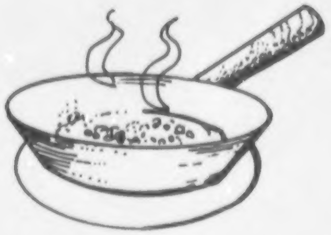
STEAM



SKIM

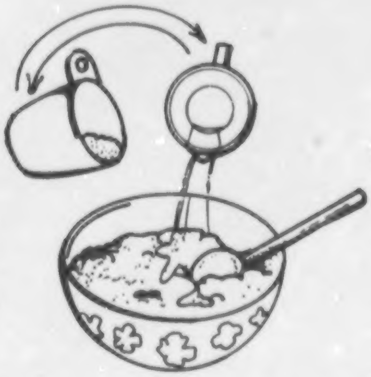


SAUTE

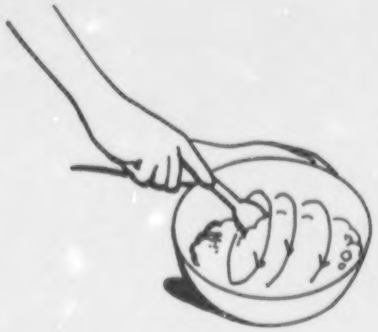


COMMON FOOD PREPARATION TERMS ARE:

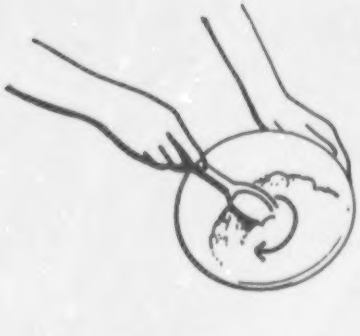
ALTERNATE



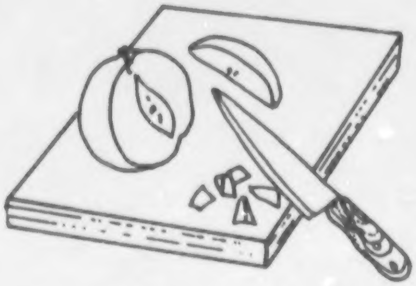
BEAT



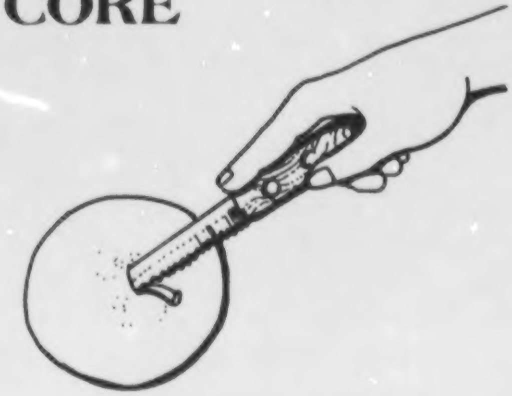
BLEND



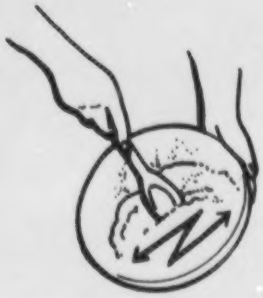
CHOP



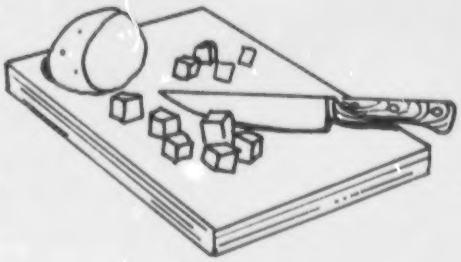
CORE



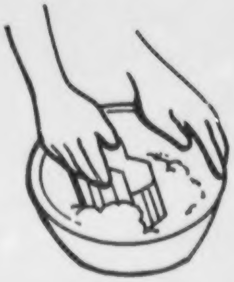
CREAM



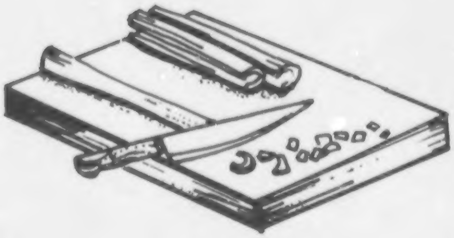
CUBE



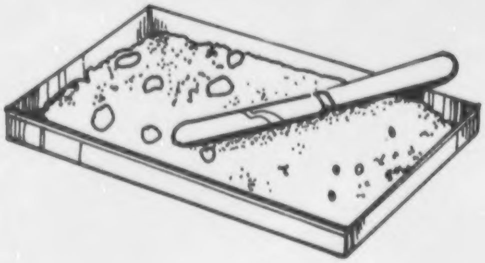
CUT IN



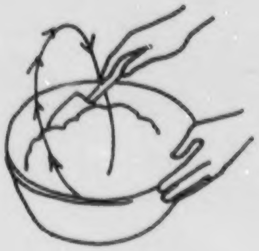
DICE



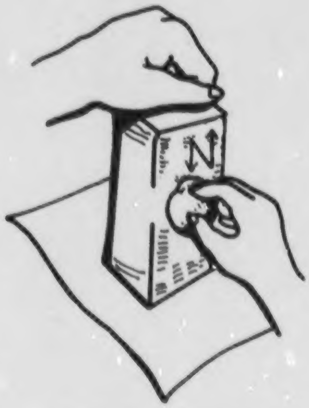
DOT



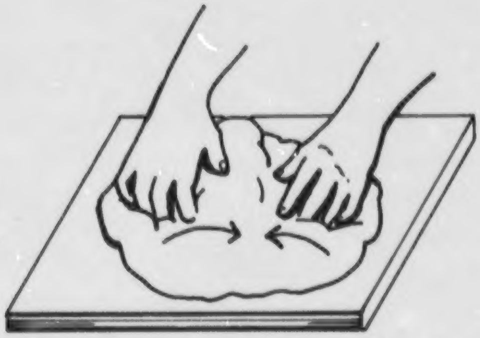
FOLD



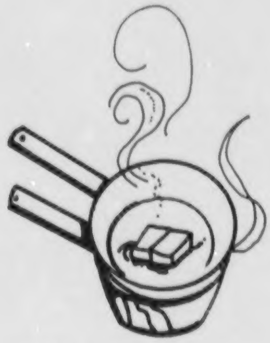
GRATE



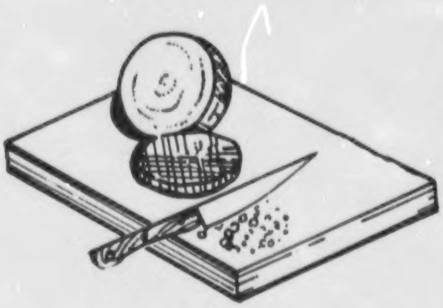
KNEAD



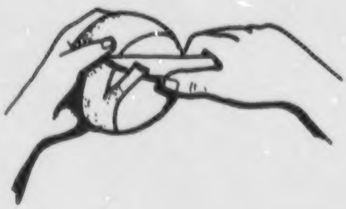
MELT



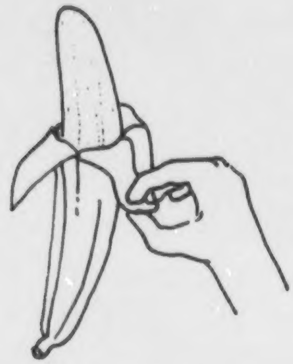
MINCE



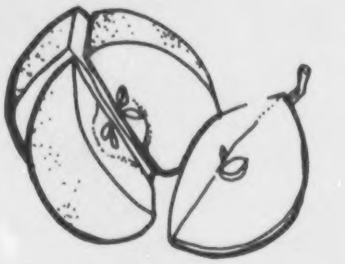
PARE



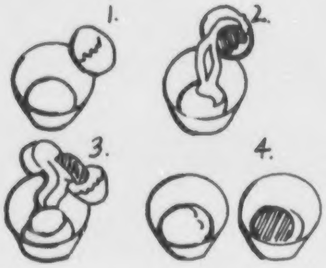
PEEL



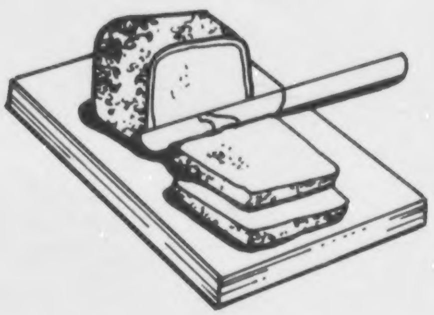
QUARTER



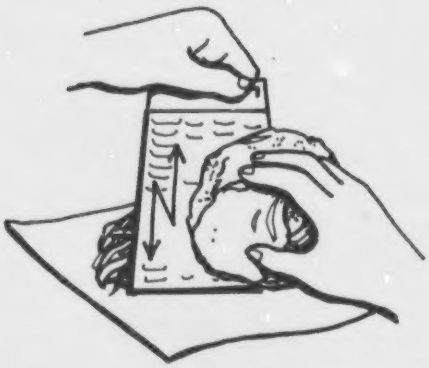
SEPARATE EGGS



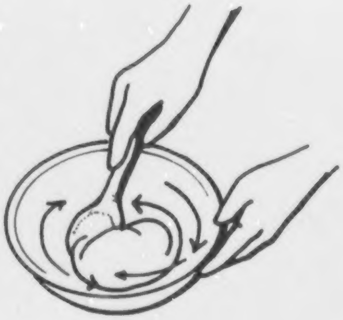
SLICE



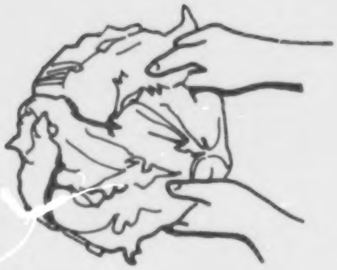
SHRED



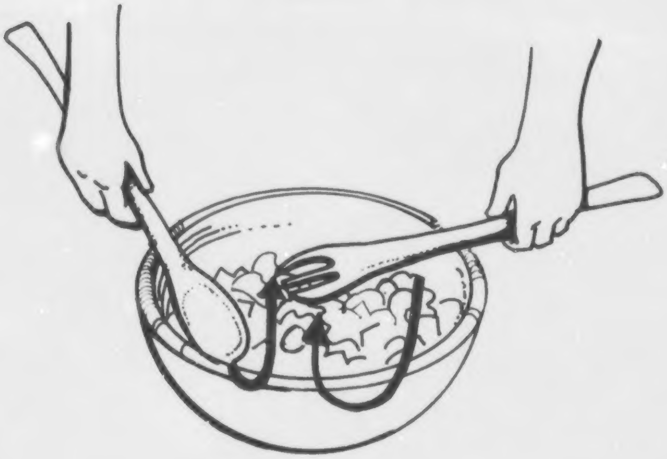
STIR



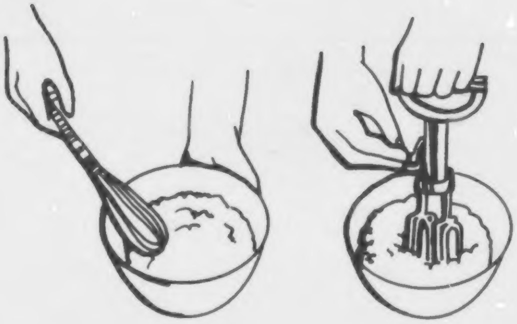
TEAR



TOSS

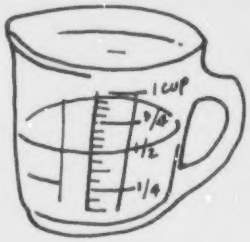


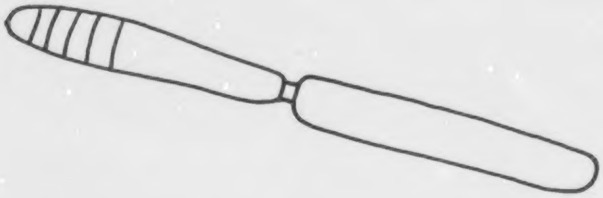
WHIP



Use Standard Measuring Tools

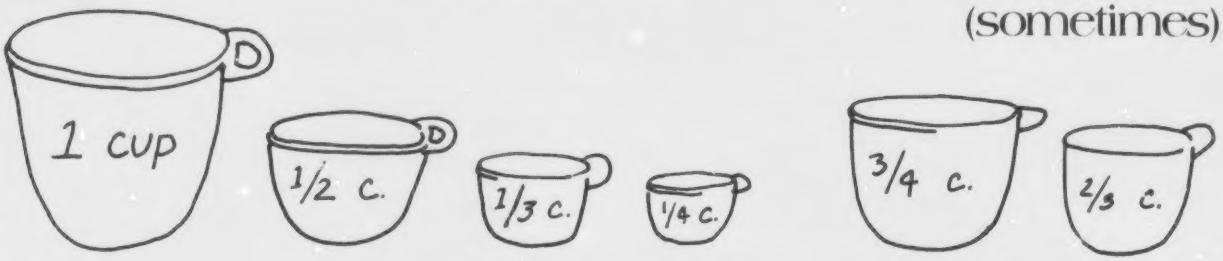
Liquid measuring cup Spatula


1 cup
3/4
1/2
1/4

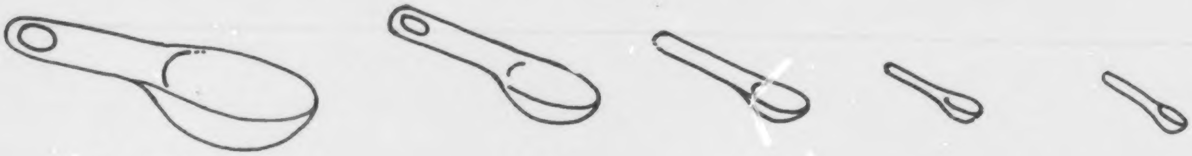


Dry measuring cup

(sometimes)

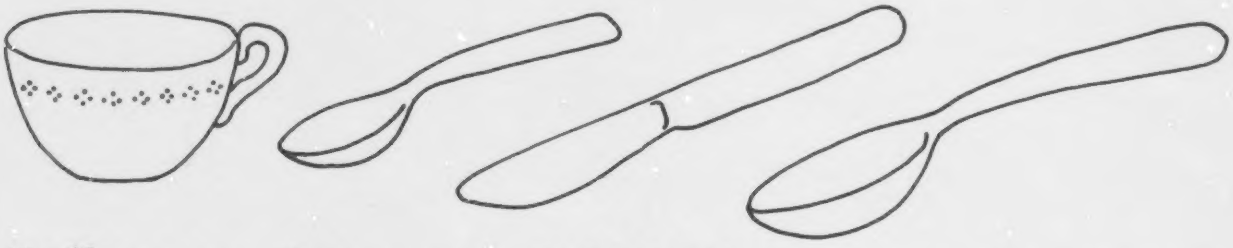

1 cup
1/2 c.
1/3 c.
1/4 c.
3/4 c.
2/3 c.

Standard measuring spoons



1 T. 1 t. 1/2 t. 1/4 t. 1/8 t.

Do not use tableware for measuring.

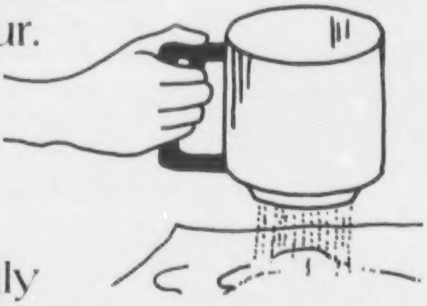


Coffee cup Teaspoon Tableknife Serving spoon

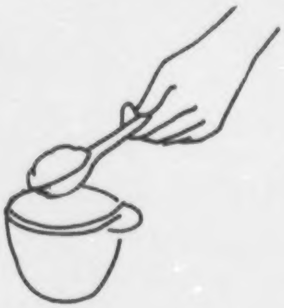
Correct Measuring Techniques

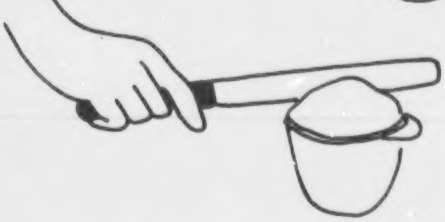
Flour

Sift flour.



Carefully spoon into a dry measuring cup.

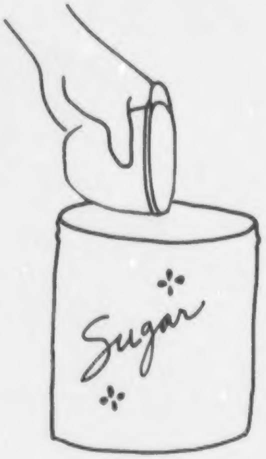




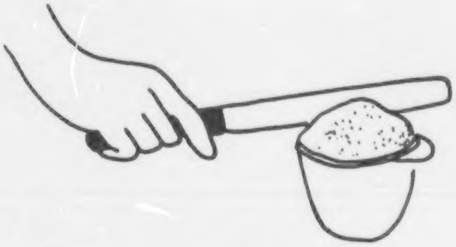
Level with spatula.

Sugar

Dip

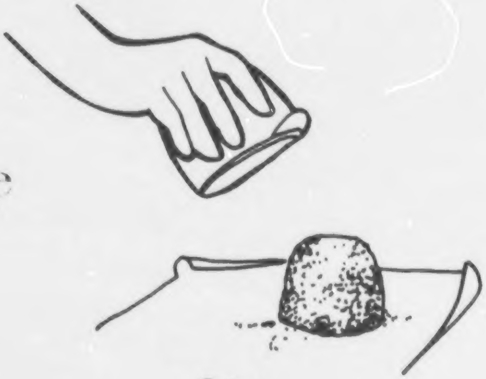


Level with spatula.



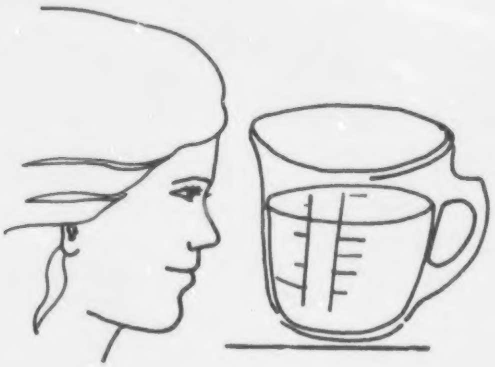
Brown sugar

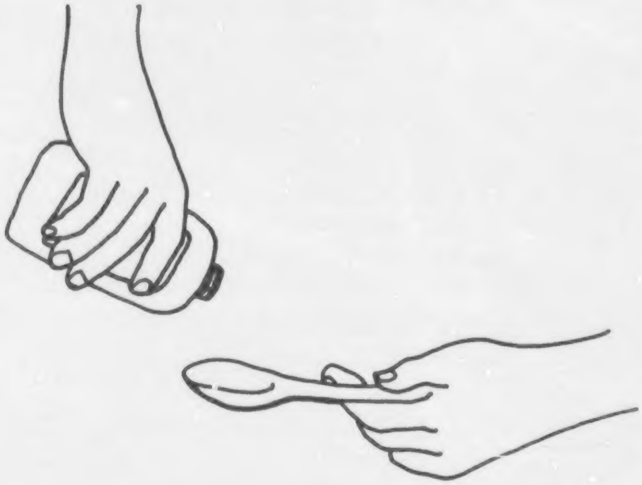
Pack so it holds shape of cup.

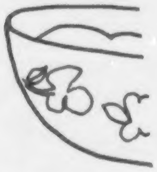


Correct Measuring Techniques

Liquids



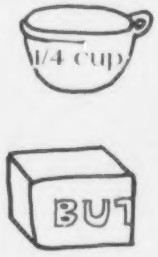


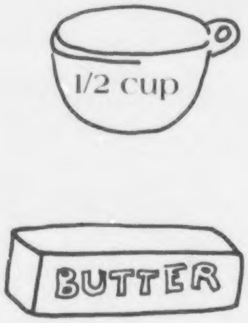


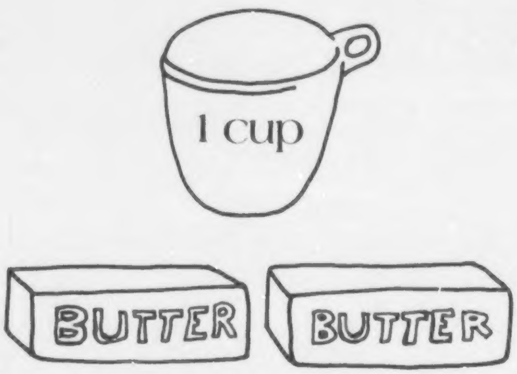
1) use liquid cup
2) check eye level

Hold flavoring
to side of bowl

Butter or margarine




1/2 cup
BUTTER


1 cup
BUTTER
BUTTER

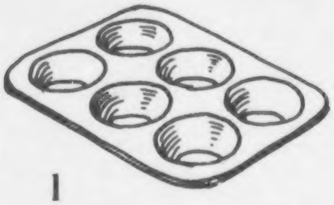
1/2 stick = 1/4 cup

1 stick = 1/2 cup

2 sticks = 1 cup

TM 6

Basic Pots and Pans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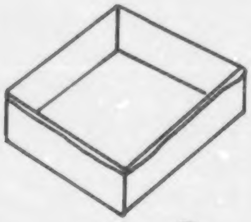
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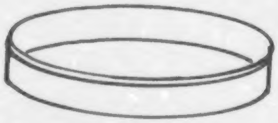
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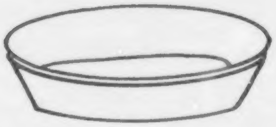
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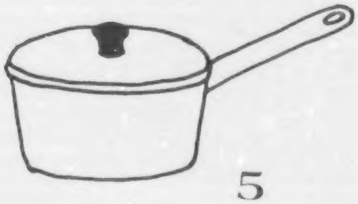
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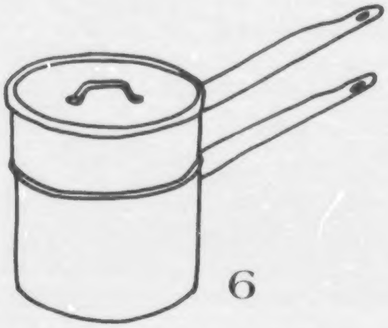
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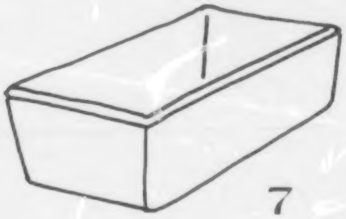
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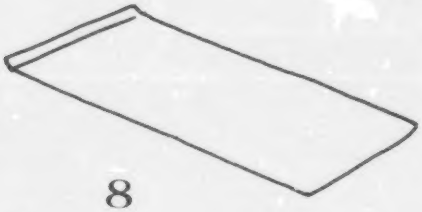
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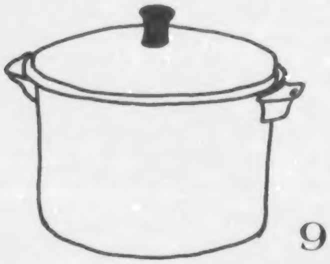
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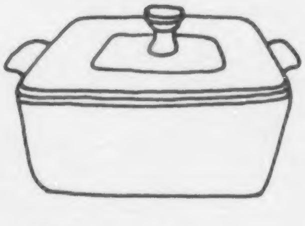
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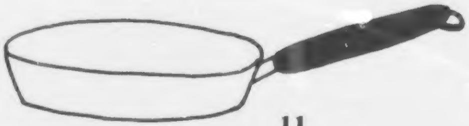
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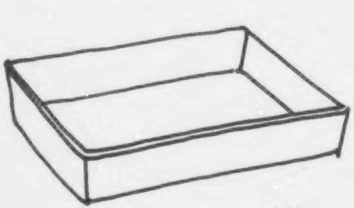
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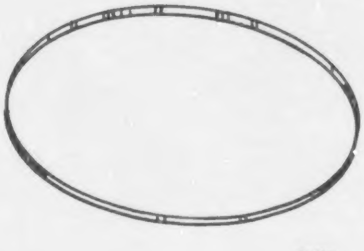
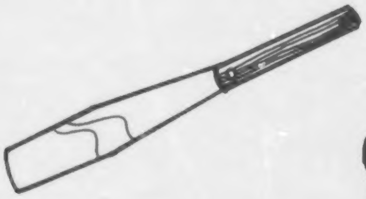
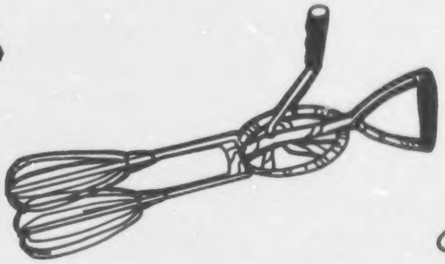

13

Basic Kitchen Utensils

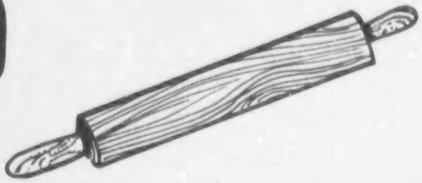
1. Spatula



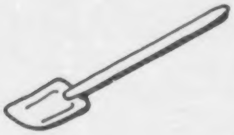
2. Rotary beater



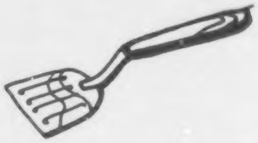
3. Rolling pin



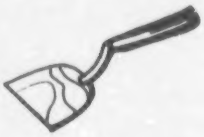
4. Rubber scraper



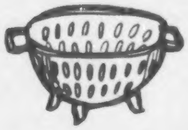
5. Egg turner



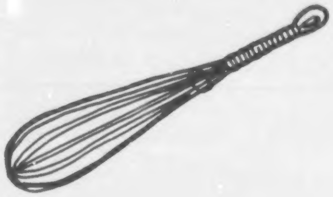
6. Pancake turner



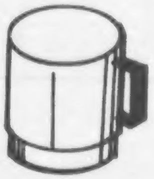
7. Colander



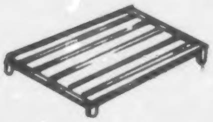
8. Whisk



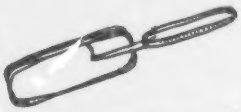
9. Sifter



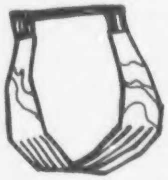
10. Cooling rack



11 Vegetable peeler

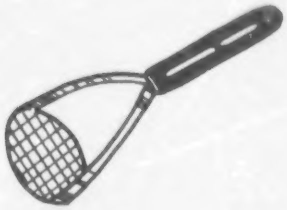


12. Pastry cutter

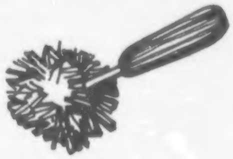


Basic Kitchen Utensils (cont'd)

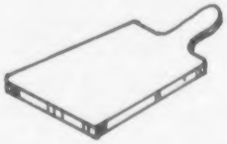
13. Potato masher



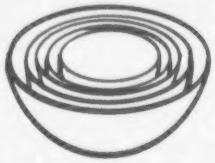
14. Vegetable brush



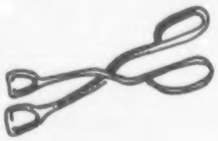
15. Cutting board



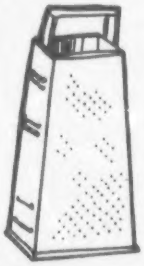
16. Set of nested mixing bowls



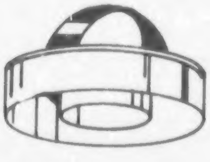
17. Tongs



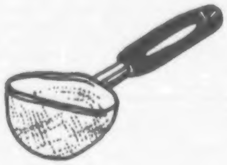
18. Grater/slicer



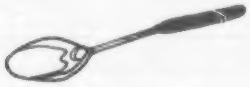
19. Biscuit/ doughnut cutter



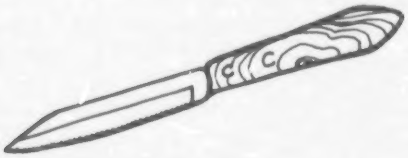
20. Strainer



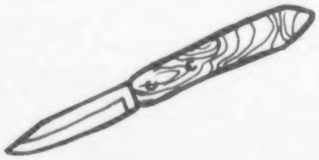
21. Large mixing spoon



22. Utility knife

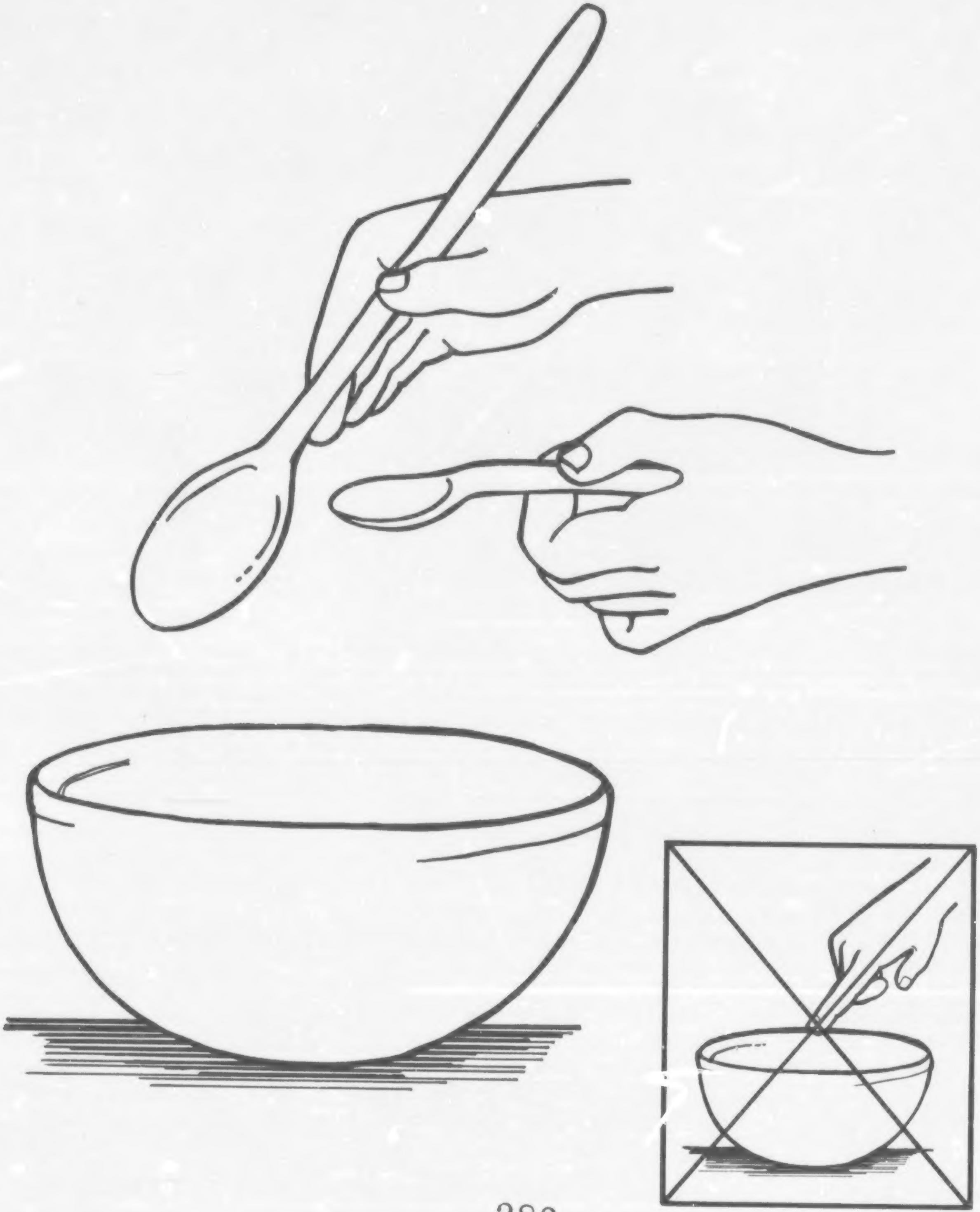


23. Paring knife



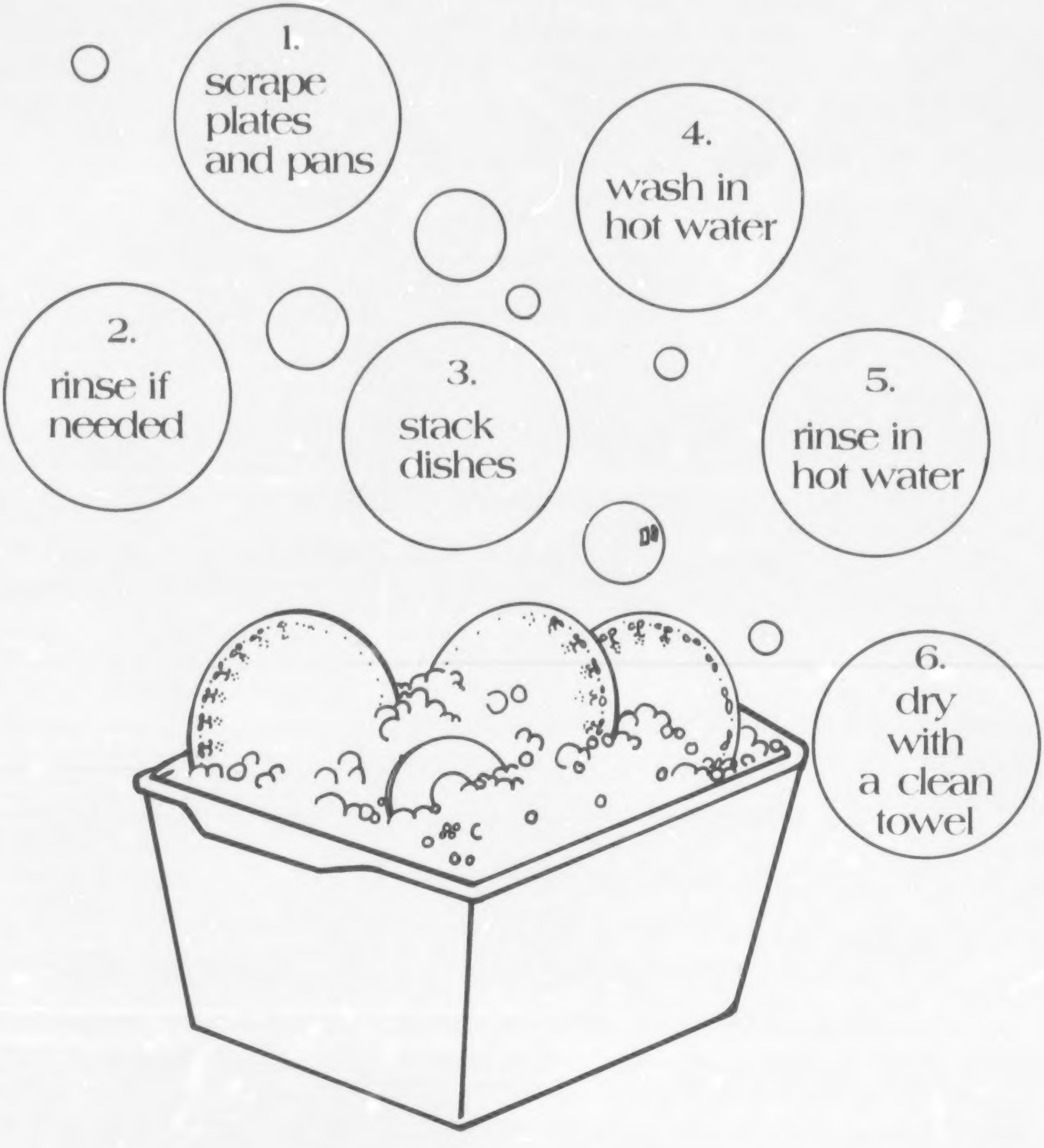
TM 8

Proper Tasting Method



TM 9

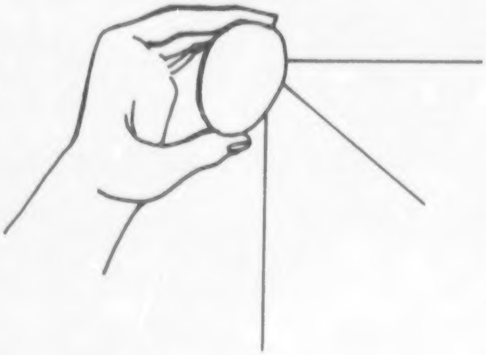
Steps in Dishwashing



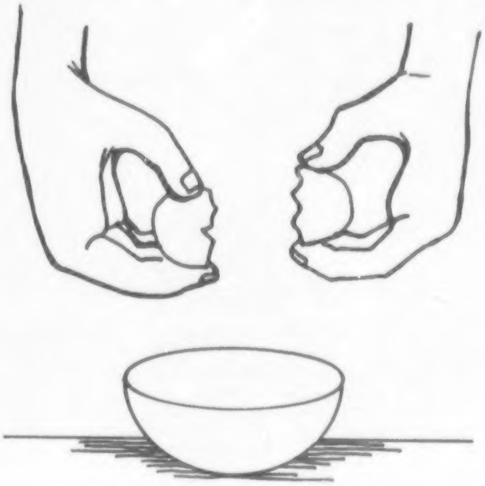
1. scrape plates and pans
2. rinse if needed
3. stack dishes
4. wash in hot water
5. rinse in hot water
6. dry with a clean towel

How To Break An Egg

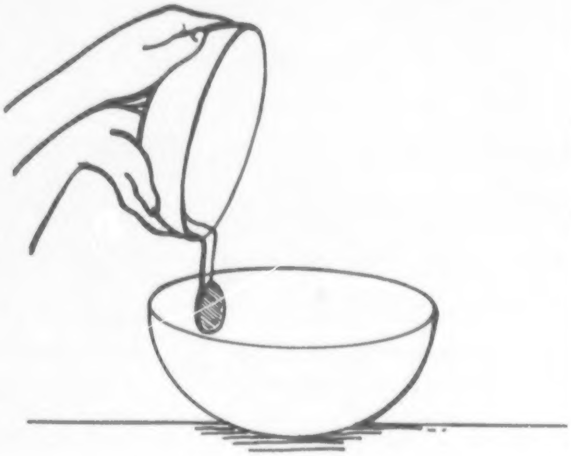
1. Tap egg gently on hard surface or with edge of knife.



2. Hold over small bowl. Place thumbs in crack and gently pull shell apart.

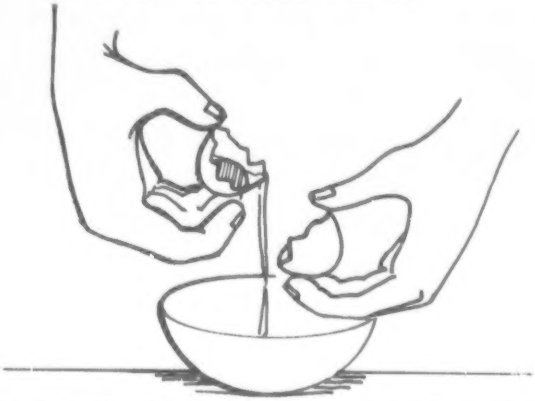


3. Add eggs one at a time to mixture.



TO SEPARATE WHITE AND YOLK.

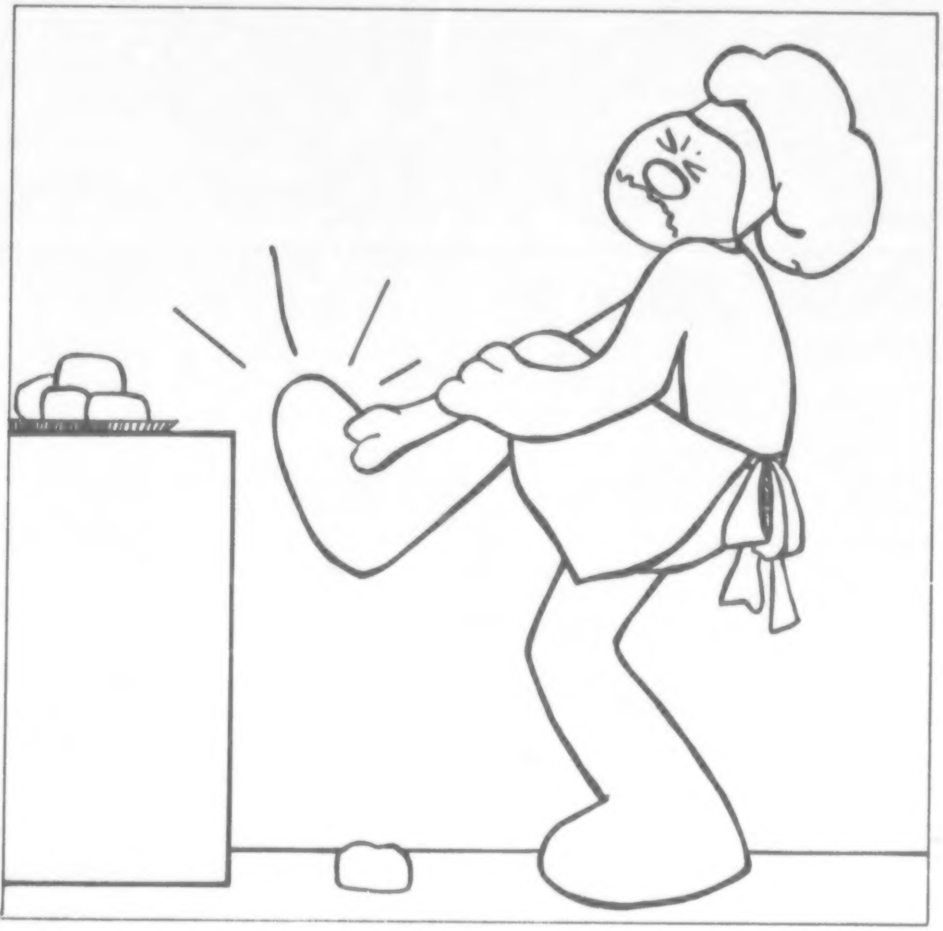
Pull shell apart, pour yolk from shell to shell ; allow white to run out.



A SAD STORY

oh the biscuits we made-
they were mighty fine,
but one rolled off the table
and BROKE A TOE of mine.

author unknown



problem: do you know what made the biscuits so hard?

NAME ____________________

HOUR ____________________

Nutrition Education and Food Management
Unit V

Assignment Sheet 1: Learning to Recognize and Use Measurement Abbreviations Used in Cooking

Directions: The following abbreviations are often used in recipes:

teaspoon = t. or tsp.
tablespoon = T. or tbsp.
cup = c.
pint = pt.
quart = qt.
ounce = oz.
pound = lb. or # (as in 5#)
few grains = f.g.

1. Tell why it is important to be able to recognize and use all of the abbreviations.

2. Write each abbreviation 10 times. Each time you write the abbreviation say the meaning of the abbreviation to yourself.

3. Have a friend read the above measurement words aloud while you write the abbreviations on another paper by memory.

ARE YOU READY FOR THE TEST THAT COUNTS?

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Assignment Sheet 2: The Cook's Puzzle

Directions: Using the cooking preparation terms below, complete the crossword puzzle on the following page.

DOWN

1. Type of food that needs only a small amount of water when you cook it.
2. When the chef holds food over steam to cook or soften it, he/she ______ it.
4. Use a potholder when you take a pan _____ of the oven.
6. You bake bread in a/an __________.
7. A favorite dessert you bake at Thanksgiving
8. Pour boiling water over dishes to __________ them.
10. To turn on oven ahead of time so it will be the exact temperature when food is put in the oven
15. To heat so bubbles rise constantly to the surface

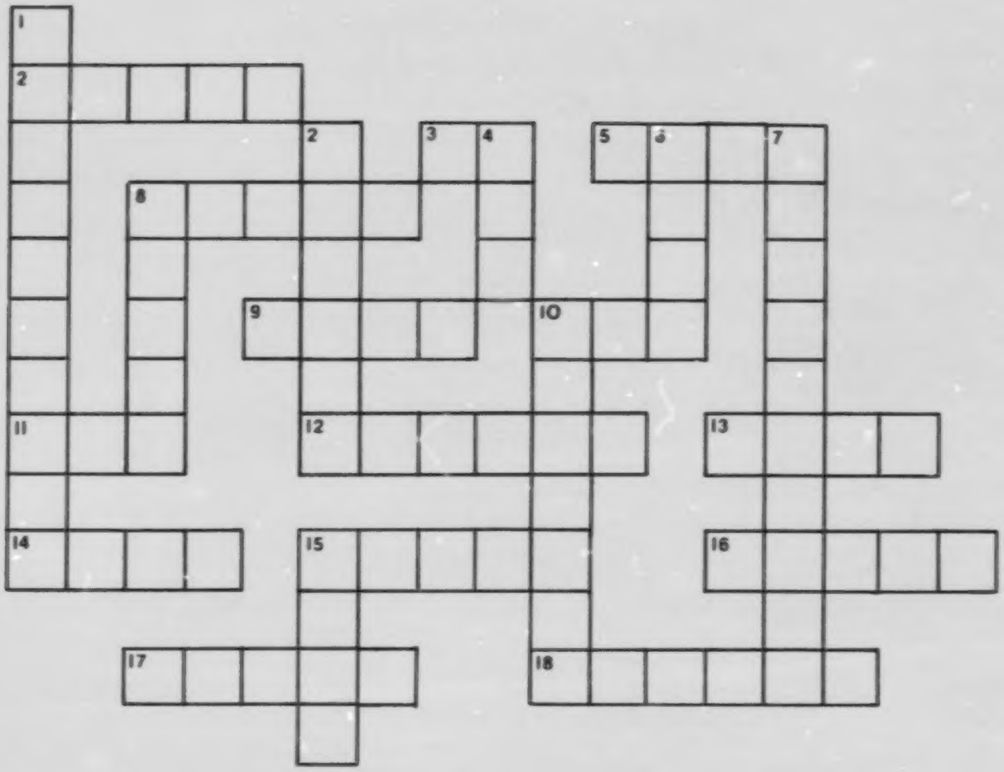
ACROSS

2. Turn on the oven so it will be the ___________ temperature before you put in the cookies.
3. It's fun to learn _______ cook.
5. A kind of food you cook by simmering.
8. To cook, uncovered, in a fry pan in a small amount of fat
9. To cook in the oven by dry heat
10. To fry chicken, you need a heavy frying _____.
11. Do not put this on the skillet when you saute food.
12. To heat liquid at a temperature just below boiling; small bubbles are on the side of the pan.
13. To boil water, constant bubbles should ______ to the surface.
14. To spoon off fat, foam or other substances from the top of the mixture while it cooks
15. To moisten food by spooning fat or liquid over it while it cooks

16. Stir with this tool.

17. To cook by direct heat under broiler or on barbeque grill

18. Food you eat at Thanksgiving that requires basting


1
2
2
3
4
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12
13
14
15
16
17
18

Evaluation: 18 answers must be correct.

NAME ____________________

HOUR ____________________

Nutrition Education and Food Management
Unit V

Assignment Sheet 3: Spelling Check

Directions: Often words are misspelled on the equipment test. Below is a list of spelling words to be studied. After sufficient study, the teacher will give the words orally and you will write the words. You should pass the test by a score of at least 85%.

WORDS

1. biscuit cutter
2. colander
3. cooling rack
4. egg turner
5. masher
6. measuring spoons
7. muffin pan
8. nested mixing bowls
9. pancake turner
10. paring knife
11. pastry cutter (blender)
12. rolling pin
13. rotary beater
14. rubber scraper
15. sauce pan
16. sifter
17. slicer grater
18. spatula
19. strainer
20. tongs
21. utility knife
22. vegetable brush
23. vegetable peeler
24. whisk

Evaluation: 20 correct answers is passing.

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Assignment Sheet 4: Recognizing Poor Manners and Incorrect Tablesetting

Directions:

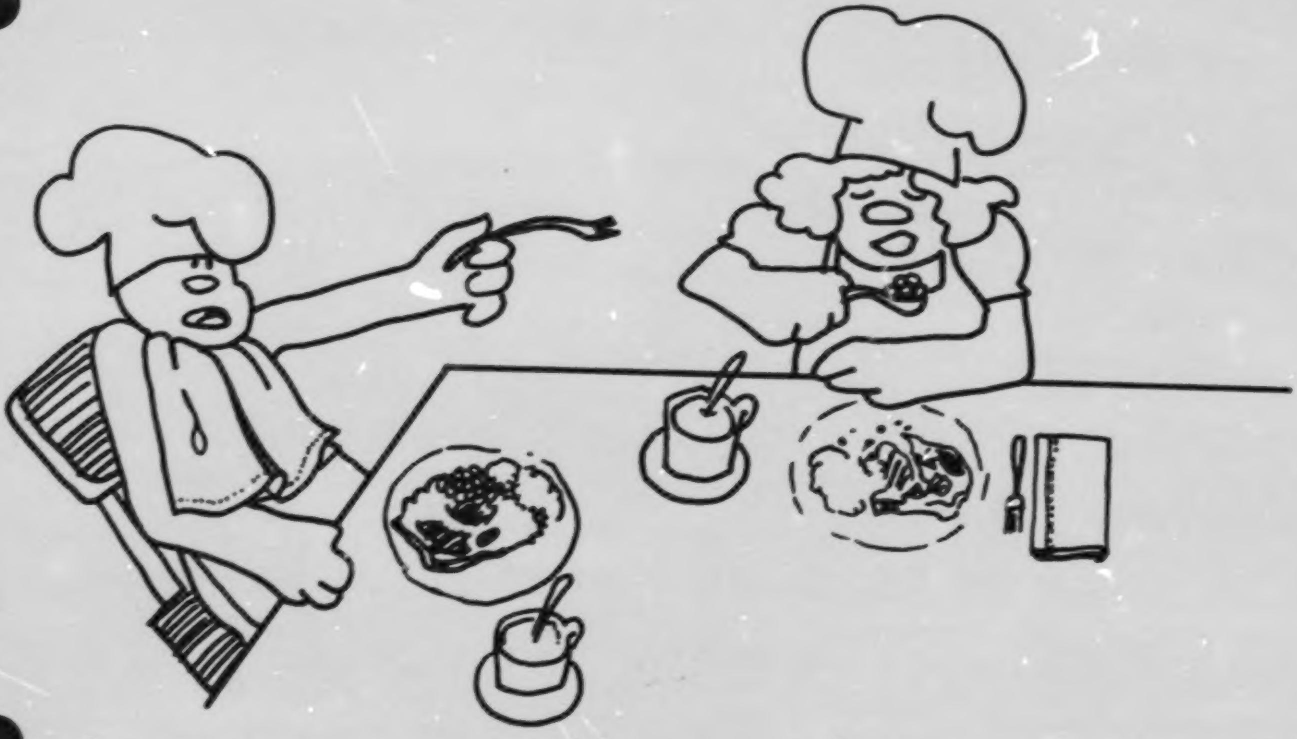
Part 1

The picture (below) shows a girl and boy eating in a restaurant. On the back of this paper, list at least 12 things you see wrong with their manners and the tablesetting.

Part 2

Add the following missing pieces to their table settings:

Dinner knife
Dessert fork
Water goblet
Bread and butter plates
Butter spreader



Assignment Sheet 4 (cont'd)

EVALUATION

		Possible Points	Your Score
1.	Listed at least 10 example of poor manners.	25	
2.	Drew table service in proper places.	25	
3.	Work neatly done.	20	
	TOTAL	60	

NAME ______________________

Nutrition Education and Food Management
Unit V

HOUR ______________________

Assignment Sheet 5: Good Reasons for Good Manners

Directions: Some rules for good table manners are listed below. List good reasons for each rule. You may not give the answer "Because it is bad manners."

A. Don't laugh or talk with your mouth full.

1. ______________________
2. ______________________
3. ______________________

B. Don't stretch or belch at the table.

1. ______________________
2. ______________________

C. Don't argue or discuss unpleasant things at the table.

1. ______________________
2. ______________________

D. Don't blow on your food to cool it.

1. ______________________

E. Put your napkin in your lap.

1. ______________________
2. ______________________

F. Don't eat fast.

1. ______________________
2. ______________________

G. Don't reach across the table.

1. ______________________
2. ______________________

Assignment Sheet 5 (cont'd)

H. Don't leave your spoon in your cup.

1. ______________________________

2. ______________________________

I. Never arrive late to dinner.

1. ______________________________

2. ______________________________

J. Try to eat at least a little of the food you are offered.

1. ______________________________

2. ______________________________

K. Wash your hands before eating.

1. ______________________________

2. ______________________________

L. When you are finished, put your knife and fork across the center of the plate.

1. ______________________________

2. ______________________________

M. Don't butter a whole slice of bread at once.

1. ______________________________

Assignment Sheet 5 (cont'd)

EVALUATION

		Possible Points	Your Score
1.	Followed directions.	10	
2.	Completed work.	20	
3.	85% answers correct.	30	
4.	Work neat and easy to read.	20	
	TOTAL	**80**	

NAME ______________________________

Nutrition Education and Food Management
Unit V

HOUR ______________________________

Assignment Sheet 6: My Thoughts About Food

Directions: Below are some questions about food. Check the column that best tells how you feel. Think carefully before you answer and write your true beliefs. There are no right or wrong answers.

YES	NO	NOT SURE		
			1.	I eat what I like without thinking if it is good for me or not.
			2.	I think I eat the right foods.
			3.	I eat what my parent prepares for me.
			4.	I eat between meals.
			5.	I like to try new foods.
			6.	I read the labels on food.
			7.	Television ads make me want to eat the food they are advertising.
			8.	I usually eat what my friends eat.

Complete the following sentences.

9. Snacks are ______________________________

10. Food advertising can ______________________________

11. Eating a balanced diet means ______________________________

Teacher Self-Helps

- This assignment is used as an assignment on clarifying values. Ask students to fill it out; then discuss the yes/no answers by tabulating them and asking for reasons.
- Ask volunteers to read the completion questions.

NAME ______________________

HOUR ______________________

Assignment Sheet 7: Foods I Love to Eat

Directions: Under the five columns below, list foods of that type which you like to eat.

FOODS I LOVE TO EAT

MEAT	MILK	FRUIT AND VEGETABLES	GRAIN	OTHER

If I had to choose any 5 foods to eat every day for a month, they would be:

1.

2.

3.

4.

5.

SAVE THIS ASSIGNMENT SHEET FOR LATER USE.

Nutrition Education and Food Management
Unit V

NAME ______________________

HOUR ______________________

Assignment Sheet 8: My Diet Diary

Directions: Keep a diary of all the foods you eat during one typical school day. Be sure to count the extras such as salad dressing, catsup, sauces, syrups, butter, etc. List them and how much you ate (amount) on the food chart below. Do not finish filling out the chart at this time.

Check the column under the correct food group

List foods eaten for	Amount	**Meat** (Protein B-vitamins Iron)	**Vegetables Fruits** Green/ Yellow (vitamin A) Citrus (vitamin C) (Carbohydrates) Other fruits and vegetables	**Milk** Calcium B-vitamins Protein	**Cereal & Grain** (B-vitamins Carbohy-drates)	**Other** Fats and Sugar Carbohy-drates
BREAKFAST						
LUNCH						
SUPPER						
SNACKS						

298

NAME ____________________
HOUR ____________________

Assignment Sheet 9: Daily Foods Intake Score Sheet

Directions: Look at the list of foods on your foods record. List the foods you ate and the number of points you earned in the column on the right.

NAME OF FOOD | POINTS

Meat Group

If you ate at least 1 serving of meat, poultry, fish, eggs, dried beans, peanut butter or nuts, give yourself 10 points. Add 5 points for each additional serving up to a total of 20 points.

Fruit and Vegetable Group

If you had at least one serving of orange or grapefruit, cantaloupe, strawberries, green peppers, broccoli or brussel sprouts, give yourself 10 points. Give yourself another 10 points if you had any other green or deep yellow vegetable. Add 5 points for each additional fruit or vegetable up to a total of 30 points.

Dairy Foods

Give yourself 10 points for the first 2 glasses of milk and 5 points for each additional glass. Add 5 points for cheese, cream, ice cream, sour cream, or yogurt, up to a total of 30 points.

Bread and Cereal Group

Give yourself 5 points for each serving of bread, cereal, rice, spaghetti, macaroni, noodles, or cereal cookies up to a total of 20 points.

MY FOOD SCORE FOR YESTERDAY IS:

Assignment Sheet 9 (cont'd)

If you do not have at least 65 points and some points in each group and if this is how you usually eat, you probably should think of changing your diet. You are missing some things that are necessary for good health.

If you are missing something, what is it?

How does skipping meals affect your score?

EVALUATION

		Possible Points	Your Score
1.	Filled out work sheet properly.	30	
2.	Work is neatly written.	10	
3.	Thoughtfully answered questions.	10	
	TOTAL POINTS	50	

Teacher Self-Helps

- Students may need help in deciding serving size and with combined foods such as pizza, sandwiches, salads with dressing, etc.
- Some cookies may be nutritious if they contain oatmeal, raisins, or whole wheat flour, etc. They would be counted under grains. Use your own judgment.
- Provide a folder or place for the students to keep their nutrition material for further reference.
- Refer to teacher materials ("Food...Your Choice" Level 3 from the Dairy Council) for valuable reference materials on controlling snacks.

NAME ______________________

Nutrition Education and Food Management
Unit V

HOUR ______________________

Assignment Sheet 10: Checking My Intake of Food Nutrients

Directions: Using a Food Chart provided by your teacher and Assignment Sheet 9, check your day's nutrient and calorie intake in the columns provided on the chart. After you have done this, study your chart and answer the following questions:

1. Did you eat foods that contained all of the basic food groups in the proper amounts?

2. List what you found to be missing.

3. How many calories did you get? Is this the right number for you?

4. Do you often feel:

   a. Tired?

   b. Hungry before mealtime?

   c. Irritable or grouchy?

5. Are you often sick with whatever illness is going around school?

6. Do you catch colds easily?

7. Do you have many dental cavities?

8. When you look in the mirror do you see a person:

   a. That is overweight or underweight?

   b. That has trouble seeing at night?

Assignment Sheet 10 (cont'd)

c. That lacks sparkling eyes and a peppy feeling?

d. Lacks a healthy glow?

IF YOU ANSWERED "YES" TO ANY OF THE ABOVE, YOU MAY HAVE A FOOD DEFICIENCY.

WHAT HAVE YOU DISCOVERED ABOUT THE KIND OF DIET YOU HAD THAT DAY?

EVALUATION

	Possible Points	Your Score
1. Work is complete.	10	
2. Work is neatly done.	10	
3. Answered thoughtfully.	20	
4. Was able to make a judgment about own diet.	20	
TOTAL POINTS	**60**	

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Assignment Sheet 11: Planning a Balanced Menu for One Day

Directions: Plan a day's menu for yourself, using your list of favorite foods from Assignment Sheet #7. Include snacks. When planning your meals, try to include the right number of servings from each group. (Snacks can provide some of your food nutrients. Check the Food Chart as you go.) Answer the questions listed below the menu.

List Foods Below	Meat Group 2 servings	Bread and Cereal 4 servings	Vegetable and Fruit 4 servings (1 green or yellow, 1 citrus)	Milk 4 servings
Breakfast Menu				
Lunch Menu				
Supper Menu				
Snacks				

How would you arrange to get all of your food nutrients if you ate no breakfast?

How would you arrange to get all of your food nutrients if you ate no breakfast and for lunch you ate a candy bar or soda pop and potato chips?

When you listed your favorite foods, were they nutritious foods or were they foods that contained few nutrients? What does this tell you about your food habits?

EVALUATION

		Possible Points	Your Score
1.	Work is complete.	10	
2.	Work is neatly done.	10	
3.	Answered thoughtfully.	20	
4.	Menu is balanced and provides the right number of servings from each group.	20	
	Total Points	**60**	

NAME ______________________

Nutrition Education and Food Management
Unit V

HOUR ______________________

Assignment Sheet 12: A Sad Story

Directions: After reading the story, your teacher will give you a few minutes to list things that showed Debby and Tony were poor shoppers. See how many you can remember.

One day Tony and Debby were sent to the grocery store to buy some groceries. Dad said, "You had better make a list or you will forget something."

"No," said Tony as they ran out the door. "We'll remember everything." The children felt excited because this was the first time they had been allowed to go grocery shopping by themselves.

When they arrived at the big supermarket, they began by looking at the fresh tomatoes. "Oh dear," said Debby, "which one is the biggest?" One rolled off and smashed on the floor when Tony pulled a large one from under the pile. The children quickly pushed it out of sight and hurried on.

Nearby they saw some delicious-looking grapes. They ate one. It was so good that each one took a handful and ate them as they continued down the aisle.

After selecting a few more items, they decided they should get a grocery cart. Before they got back to the front of the store, Tony dropped a jar of pickles and broke it.

"Let's get out of there before anyone finds out," he said, and they walked very fast to the front of the store to get a cart.

After putting the food in the cart, once again they were on their way. They were so busy that they accidently bumped into the lady walking in front of them.

"Ouch," she cried!

"Well, I did not mean to," said Debby in a grouchy voice, and to Tony said, "Why couldn't she stay out of the way?"

When choosing green beans, they looked carefully at the cans to see which label they thought had the best picture of green beans, and when picking out cereal, they looked at all the packages to see if any had a prize in them. They messed up the display a little. They watched a lady squeeze a loaf of bread, so they, too, squeezed several loaves before they chose one in a pretty wrapper.

They were putting ice cream bars in the cart when Tony remembered they needed some frozen orange juice. "You go on and I'll get it," he said.

When Debby looked around, she saw a big bag of chocolate chip cookies. "We weren't supposed to get cookies, but they look so good, I think I'll buy them anyway," she thought.

On his way to get the juice, Tony stopped to pick out a magazine. He took so long Debby was on her way to check out. He began to run down the aisle, shouting, "Debby, Debby, wait for me!".

They darted in line ahead of a man who was starting to push his cart through the check out lane, and began to giggle when they saw the look on his face.

"That will be $10.56," said the clerk.

The children looked at each other. They had only $10.00.

Debby said she would put back the frozen orange juice, but in order to save time she decided to leave it on the shelf with the baby food.

The clerk made a mistake when she gave them their change. "I'm very sorry," she said as she handed them another quarter. Tony snatched the money from her hand and without a word they left the store.

Slowly they rode their bikes home. It was a warm day so they stopped on the way to rest awhile.

When they got home, Dad said, "What took you so long?" and Mom said, "The ice cream bars are melted! And where is the orange juice? What are these cookies doing in the grocery bag? Here is a magazine! You forgot the aspirin! Believe me," she sighed, "I need it. I THINK I FEEL A HEADACHE COMING ON!"

WHAT IF EVERYONE ACTED LIKE DEBBY AND TONY?

EVALUATION

	Possible points	Your Score
1. Recognized 75% of shopping mistakes	50	

NAME ____________________

HOUR ____________________

Assignment Sheet 13: Where Can I Find the ?

Directions: Below is a list of items you may find in the grocery store. In the blank, write the department name in which you would find the item. In some cases you may have more than one answer. Refer to Handout 4 (Map of grocery store).

DEPARTMENT

1. Eggs ____________________
2. Loaf of bread ____________________
3. Potato salad ____________________
4. Orange juice ____________________
5. Aspirin ____________________
6. Lettuce ____________________
7. Canned peaches ____________________
8. Cake mix ____________________
9. Soap powder ____________________
10. Cake pan ____________________
11. Spaghetti ____________________
12. Pizza mix ____________________
13. Frozen corn ____________________
14. Doughnuts ____________________
15. Cookies ____________________
16. Mustard ____________________
17. Fried chicken ____________________
18. Hamburger ____________________
19. Cheddar cheese ____________________

	DEPARTMENT
20. Soup bowl	____________
21. Shampoo	____________
22. Magazine	____________
23. Salad dressing	____________
24. Greeting card	____________
25. Fresh corn	____________
26. Paper clips	____________
27. Bologna	____________
28. Apples	____________
29. Nail polish	____________
30. Milk	____________

EVALUATION

	Possible Points	Your Score
1. 85% correct answers	30	
2. Work neat	10	
3. Work complete	10	
TOTAL POINTS	**50**	

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Assignment Sheet 14: Learning to Make a Grocery List

Directions: Using Assignment Sheet 11 (Planning a Menu for One Day) make a grocery list for all the items that you will need when preparing all of the meals and snacks. Group the foods by writing them under the department where you would find them in the store. This is how you make a grocery list.

PRODUCE DEPARTMENT

MEAT DEPARTMENT

FROZEN FOODS DEPARTMENT

DAIRY DEPARTMENT

BAKERY DEPARTMENT

DELICATESSEN DEPARTMENT

GROCERY DEPARTMENT

DRUG DEPARTMENT

MISCELLANEOUS DEPARTMENT

Assignment Sheet 14 (cont'd)

Do you have anything listed in the drug or miscellaneous department? Why?

When people say their grocery bill is high, do you think they mean the food they purchased was expensive or do you believe they meant everything they bought altogether in the grocery store was expensive? Why?

EVALUATION

		Possible Points	Your Score
1.	Diligent work	20	
2.	Neat work	10	
3.	Thoughtful answers	10	
4.	Work 85% correct	30	
	TOTAL POINTS	**70**	

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Assignment Sheet 15: Reading a Label

Directions: Look at the label on a can of food. List all the different kinds of information you find on the label. Then answer the questions.

THE LABEL TELLS ME:

Which things are very important to the consumer?

Which things are least important to the consumer?

Compare the label you studied with another label. Which brand name(s) had the most information?

EVALUATION

		Possible Points	Your Score
1.	Work 85% correct	30	
2.	Work neatly done	10	
3.	Work complete	10	
	TOTAL POINTS	50	

NAME ____________________

HOUR ____________________

Assignment Sheet 16: Learn to Compare Newspaper Shopping Ads

Every week grocery stores print ads in the newspaper which show their special buys for the week. The very large print shows what their "loss leaders" are. Loss leaders are items that the store has purchased in large quantities so they can sell them at a lower price. They attract people to buy things from their store. Usually stores also show in their ad the regular prices for some items. They are shown in small print. The ad often contains coupons for certain items. Somethimes different stores advertise the same foods on special, the same week, especially around holidays. Turkey, cranberries, and pumpkin pies at Thanksgiving are examples.

Can you think of other times of the year when we buy special foods that the store might offer as a weekly special?

Directions: Using several ads for the same week, see if you can answer the following questions.

What are the weekly "specials?"

Do any stores have the same thing advertised for a special, but have different prices? What are they?

Compare other items advertised by the stores and see if any have the same items in the ad. What are their prices?

What are their coupon specials?

After looking at their weekly prices can you tell if one store might sell food at a lower price than the others?

Refer to your shopping list in Assignment Sheet 14. Did the ad contain any of the food items you had on your shopping list? What were they?

EVALUATION			
		Possible Points	**Your Score**
1.	Active participation	20	
2.	Work completed	20	
3.	Thoughtful answers	20	
	TOTAL POINTS	**60**	

ANSWERS TO ASSIGNMENT SHEETS

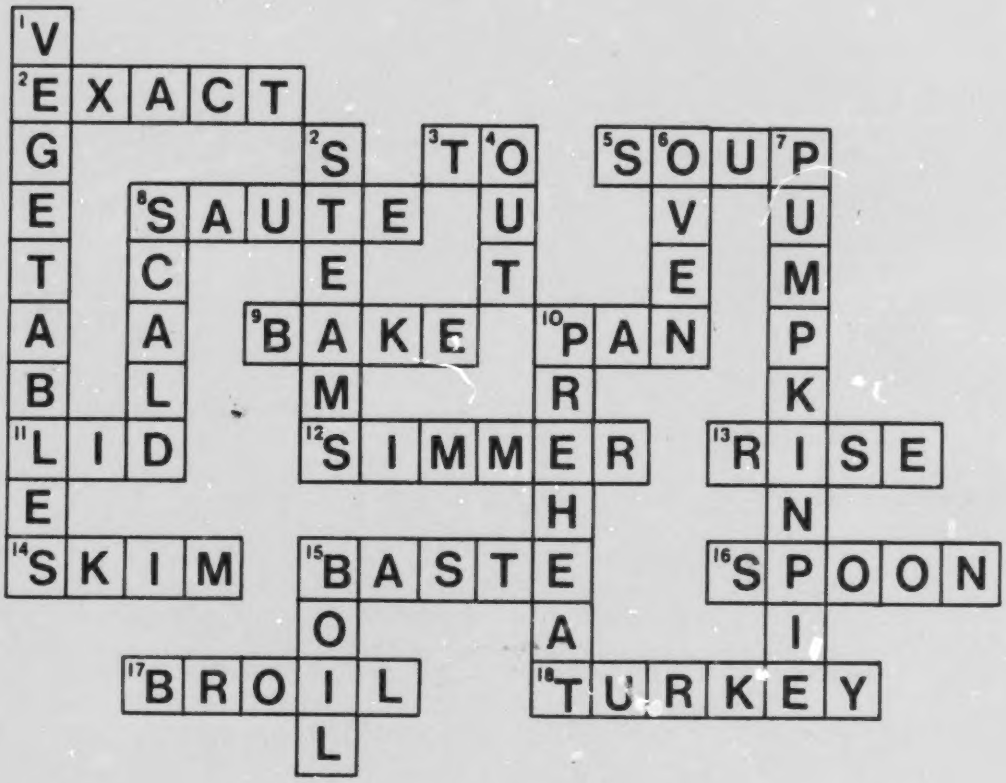
Assignment Sheet 1

1. Responses will vary, but should point out that these abbreviations are used in all recipes. A mistake in measuring can ruin the product.

2. Make sure students have written each abbreviation 10 times.

3. teaspoon = t. or tsp.
tablespoon = T. or tbsp.
cup = c
pint = pt.
quart = qt.
ounce = oz.
pound = lb. or #
few grains = f.g.

Assignment Sheet 2



1 V
2 EXACT
2 S
3 TO
4 O
5 SOUP
6 O
7 P
8 SAUTE
9 BAKE
10 PAN
11 LID
12 SIMMER
13 RISE
14 SKIM
15 BASTE
16 SPOON
17 BROIL
18 TURKEY
VEGETABLE
SCALD
STEAM
OUT
OVEN
PUMPKIN
PREHEAT
BOIL
PUMPKIN PIE

Assignment Sheet 3

Students should correctly spell at least 20 of the kitchen equipment words.

Assignment Sheet 4

Boy

1. Napkin under chin
2. Leaning back in chair
3. Hand on table
4. Mouth too full
5. Talking with mouthful
6. Pointing with a fork
7. Spoon in cup
8. Cup handle wrong direction

Girl

1. Eating peas with spoon
2. Elbow on table
3. Leaning over plate
4. Napkin not in lap
5. Spoon in cup
6. Cup handle wrong direction

Assignment Sheet 5

A. 1. You might choke.
   2. You might spew food from your mouth.
   3. It looks ugly and might make others lose their appetite.

B. 1. You might knock dishes or silverware from the table or bump the table and spill food.
   2. Belching might make others lose their appetites.

C. 1. Digestion is easier under relaxed conditions.
   2. You might make someone sick.

D. 1. You might blow germs on someone else or might blow the food from your plate, fork, etc.

E. 1. To catch crumbs or spills.
   2. Wipe fingers.

F. 1. Might choke or swallow too much air.
   2. Should take time to enjoy your food.

G. 1. Might knock things over.
   2. Arm might land in the food.

H. 1. Could cause cup to tip over.
   2. Could get bumped and fall out of cup, causing a spill.

I. 1. Food will be cold or unappealing.
   2. Is an insult to the food preparer.

J. 1. May find you like a new food.
   2. Makes the food preparer feel good.

K. 1. Dirty hands carry germs.
   2. Dirty hands make others lose their appetites.

L. 1. Keeps the tablecloth clean.
   2. Makes it easier to clear the table.

M. 1. Can't handle the whole slice gracefully; could drop it.

Assignment Sheet 6

Responses will vary and should reflect an attempt to clarify values and attitudes toward food.

Assignment Sheet 7

Responses will vary. Chart should be complete and an honest assessment of student's food preferences.

Assignment Sheet 8

Answers will vary, but should be accurate based on the foods listed on Assignment Sheet 7.

Assignment Sheet 9

Students should complete columns 1 and 2 on chart, showing what and how much they ate.

Assignment Sheet 10

Responses will vary. All questions should be answered thoughtfully. Students should make a judgment about their own diets, based on a record of daily nutrient and calorie intake.

Assignment Sheet 11

Answers will vary. Chart should be complete, using student's list of favorite foods from Assignment Sheet 7. Responses to questions should show an understanding of good eating habits.

Assignment Sheet 12

1. Didn't make a list.
2. Did not know how to choose fresh tomatoes.
3. Grabbed tomato from the bottom of the pile and caused one to smash.
4. Did not report the ruined tomato.
5. Ate food they did not pay for.
6. Had to go back and get a cart.
7. Did not report broken jar of pickles or offer to pay for them.
8. Carelessly bumped someone without apology.
9. Did not check prices or labels of green beans.
10. Messed up the cereal display.
11. Squeezed the loaf of bread.
12. Bought cookies and magazine without permission.
13. Ran, shouting down the aisle.
14. Pushed ahead of someone.
15. Rude to the clerk.
16. Put frozen orange juice back in the wrong place. It would thaw.
17. Ice cream melted, because they did not hurry home.
18. Forgot something because they did not have a list.

Assignment Sheet 13

1. dairy
2. bakery
3. delicatessen
4. frozen food, dairy
5. drug
6. produce
7. grocery
8. grocery
9. grocery
10. miscellaneous
11. grocery
12. grocery
13. frozen food
14. bakery (or frozen)
15. bakery (or frozen)
16. grocery
17. delicatessen
18. meat
19. dairy
20. miscellaneous
21. drug
22. miscellaneous
23. grocery
24. miscellaneous
25. produce
26. miscellaneous
27. meat or delicatessen
28. produce
29. drugs or miscellaneous
30. dairy

Assignment Sheet 14

Answer will vary according to the individual student's menus from AS 11. Grocery items should be listed under the correct departments.

1. No. These are all nonfood items.

2. Answers will vary, but should show an understanding of grocery lists and the items in a grocery store.

Assignment Sheet 15

Answers will vary, but should be correct based on the labels compared.

Assignment Sheet 16

1. Easter - ham, eggs; St. Patrick's Day - corned beef, cabbage; Christmas - turkey, ham, fruitcake

2. Answers will depend on the grocery ads chosen.

Students should give thoughtful answers and draw logical conclusions about store specials based on the ads.

NAME ____________________

HOUR ____________________

Job Sheet 1: Making and Using Food Preparation Techniques Flash Cards

Part 1: Making the cards

I. **Equipment**

1. Pictures of Food Preparation Techniques
2. Heavy construction paper
3. Scissors
4. Glue or transparent tape
5. Pen
6. Ruler

II. Procedure

Directions: Choose a partner. Mark and cut the construction paper into rectangles according to your teacher's directions. On one side of the card, paste or tape the picture of the preparation technique. On the other side, paste the description of that technique. Make sure the numbers on both sides match.

Stack the cards neatly and clean up your mess.

Part 2: Using the cards

I. **Equipment**

Flash cards with food preparation techniques

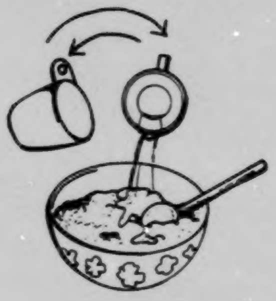
II. **Procedure**

Directions: One person holds up the picture of a food preparation technique. The other partner tries to name the process and tell how it is done. If the answer is correct, the card is put in one pile. If the answer is incorrect, the card is placed in another pile. The student will then know which technique needs to be studied. Partners take turns helping each other.

EVALUATION

		Possible Points	Your Score
1.	Made neat flash cards	10	
2.	Proper clean up	10	
3.	Students shared jobs	10	
4.	Students worked diligently to learn techniques	15	
5.	Followed directions	20	
	TOTAL	**65**	

ALTERNATE

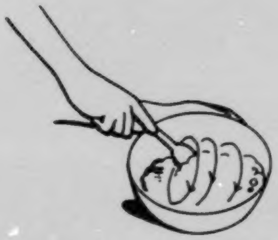


1

To add liquid and dry ingredients to mixture by adding 1/3 dry then 1/2 liquid; 1/3 dry; 1/2 liquid and 1/3 dry. Add dry ingredients first and last.

1

BEAT

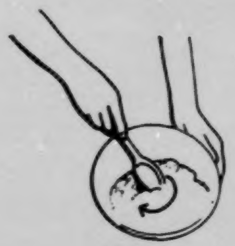


2

To make mixture smooth or add air by using a brisk whipping or stirring motion with spoon or electric mixer.

2

BLEND

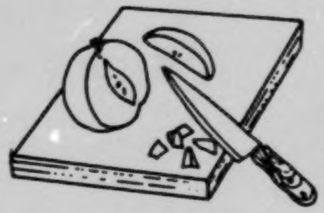


3

To mix two or more ingredients until smooth and uniform.

3

CHOP

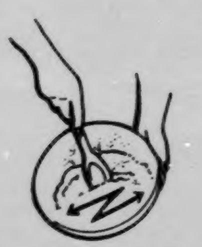


4

To cut into pieces with knife, scissors, or chopper.

4

CREAM

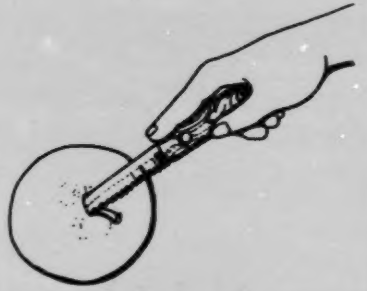


5

To rub or beat with a spoon or electric mixer until mixture is soft and fluffy.

5

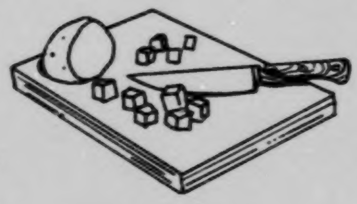
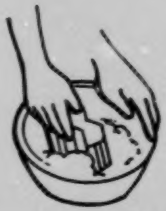
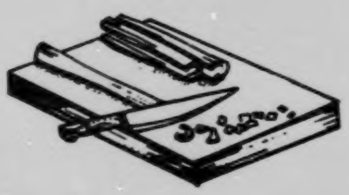
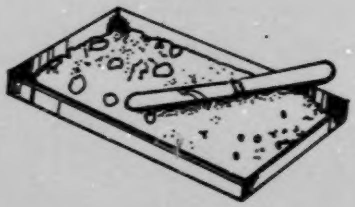
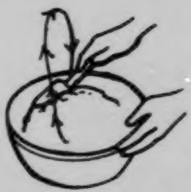
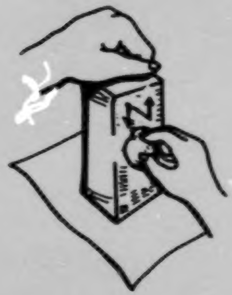
CORE

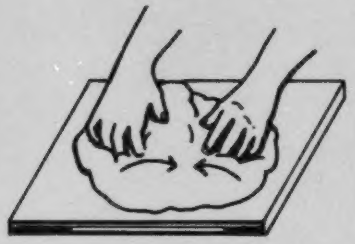
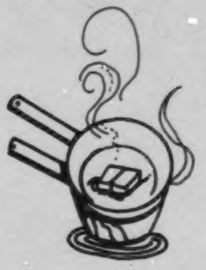
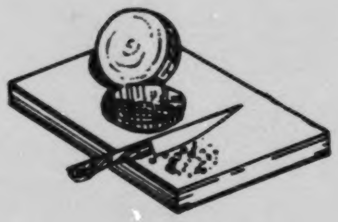
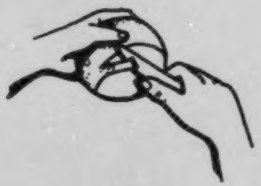
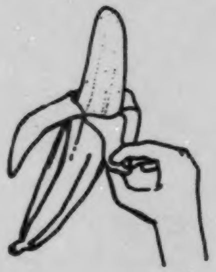
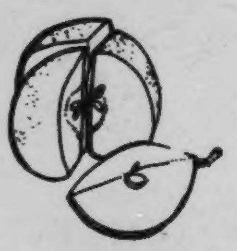


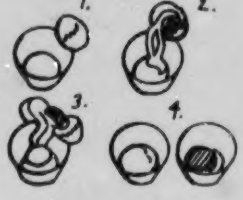
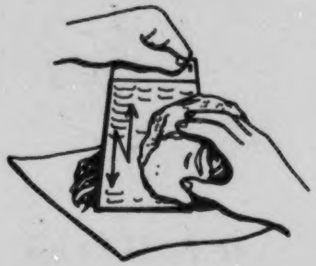
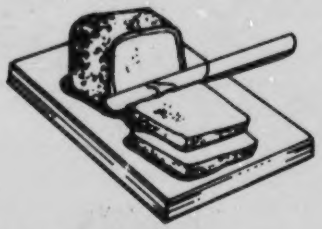
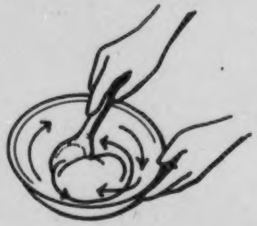
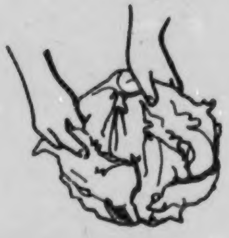
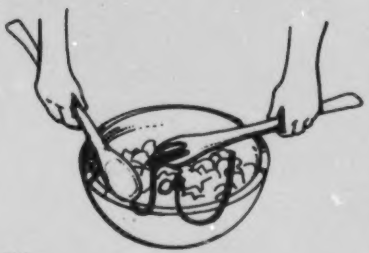
6

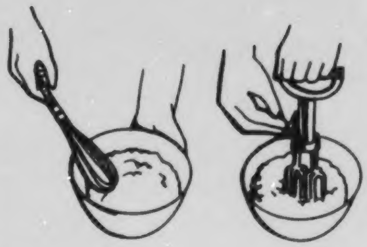
To remove center of a fruit, such as an apple.

6

CUBE  7	To cut food into 1/2 squares, uniform in size and shape. 7	**CUT IN**  8	To mix shortening with dry ingredients with pastry blender, knives, or fork. 8
DICE  9	To cut food in about 1/4'' squares uniform in size and shape. 9	**DOT**  10	To scatter small amounts of butter over the top of the food. 10
FOLD  11	To add new ingredients to a mixture that's beaten till light. Cut down through mixture with spoon, whisk, or fork, go across bottom of bowl, up and over close to surface. 11	**GRATE**  12	To rub on a grater that separates the food in various sizes of bits or shreds. 12

KNEAD  13	To work or press dough with the palm of the hands. 13	**MELT**  14	To warm solid ingredients over very low heat or in double boiler until it becomes liquid. 14
MINCE  15	To cut or chop food into extremely small pieces. 15	**PARE**  16	To remove skin by cutting with a knife. 16
PEEL  17	To remove skin or outer layer with the hands. 17	**QUARTER**  18	To divide into 4 equal parts. 18

SEPARATE EGGS  19	To break an egg and pour the white part into a separate bowl without breaking the yolk. 19	**SHRED**  20	To cut or tear into long narrow pieces. 20
SLICE  21	To cut into thin broad pieces. 21	**STIR**  22	To mix ingredients with a circular motion until well blended or of uniform consistency. 22
TEAR  23	To pull apart with your hands. 23	**TOSS**  24	To mix foods lightly with a lifting motion, using 2 forks or a fork and a spoon. 24

WHIP  25	To beat rapidly to make light and airy as in heavy cream or egg whites. 25	**COOL COOK**

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Job Sheet 2: Game: "Cool Cook"

OBJECTIVE OF THE GAME - to see how many food preparation terms you can remember to become a "cool cook." The person holding the card marked "cool cook" is the winner.

I. Equipment

Flash cards from JS 1, answer sheet (TM 3)

II. Procedure

1. Divide group into 3-4 players and one judge. Use one deck of cards for each group.
2. Pass out cards to all the players. The judge holds answer sheet.
3. The player with the longest first name starts the game by discarding any pictures and definitions that match. (Player may discard as many matches as s/he holds.) As player discards, s/he says the word and definition aloud. The judge checks the answer sheet.
4. If the player is correct s/he draws a card from the hand of the player to the right. If s/he can make another pair player may add it to the discard pile. If s/he cannot make a pair, the next player proceeds. If a player makes an incorrect match, s/he loses a turn.
5. Play proceeds until all cards are discarded except the card marked "COOL COOK".

EVALUATION

		Possible Points	Your Score
1.	Followed game rules	30	
2.	Active participation	30	
	TOTAL	60	

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Job Sheet 3: Making Taco Salad

Objectives: After completing this hands-on experience, you will be able to:

1. Recognize the meaning of recipe terms underlined in the recipe.
2. Practice safety and sanitary rules.
3. Practice good manners.
4. Clean up school kitchens quickly.

I. **Equipment**

1. Recipe and ingredients for the salad (HO 5)
2. Several cutting boards
3. Several sharp knives
4. Skillet
5. Fork
6. Can opener
7. Colander
8. Clean dish towel
9. Grater
10. Plate
11. Very large salad bowl
12. Salad tossing tools
13. Bowls and forks to eat the salad

II. **Procedure:**

Directions: After studying the following steps, the class works together to prepare one large salad.

1. Beans - Wash the top of the can before you open it. Drain in a colander over the sink. Do not rinse.
2. Hamburger - Place in a skillet over medium heat. Stir with a fork until browned. Tip the skillet so grease flows to one side. Dip out grease with a spoon, into the empty bean can. Do not put grease down the drain in the sink.
3. Lettuce - To remove core, hit the core on the counter, twist and pull core out. Wash under cool running water, drain and pat dry with a clean dish towel. Tear or break into bite size pieces in the large salad bowl. Do not handle the lettuce more than necessary.

(Suggestion: Wash lettuce the day before. Wrap it in a clean towel and place in a plastic bag. Refrigerate. Result: C-r-r-r-unchy, crisp lettuce - the sign of a GOOD COOK.)

4. Onions - Wash, remove roots and outer tough skin. Split the white part by cutting an X. Place on a cutting board and cut the white part as small as you can (mince). Chop the green tops. Add onions to the lettuce.

5. Tomatoes - Wash and remove cores. (Your teacher will tell you if you need to peel them.) Place them on a cutting board and with a SHARP knife, chop them into bite size pieces. Add tomatoes to lettuce.

NOTE: YOU MUST NEVER, NEVER, NEVER CUT THINGS ON A COUNTER TOP.

6. Cheese - Place grater on the plate. Have your teacher demonstrate which side of the grater to use. (Watch your knuckles!) Add grated cheese to salad.

7. Corn chips - Open bag slightly; crush while still in the bag. Crush only until they are in small pieces - not crumbs. Add to salad.

8. Mix together hamburger and beans. Add them to the salad.

9. Have your teacher demonstrate how to TOSS a salad.

10. Serve with salad dressing or taco sauce.

11. Practice good table manners while you eat. (How do you hold your fork correctly?)

12. After eating, students should use all available sinks for washing dishes. Everyone cleans the utensils they used to make the salad, the counter area they used, their table, and their bowl and fork.

See if you can pass kitchen inspection the first time.

NOTE TO THE TEACHER

A project students find interesting is to use an electric knife under extremely watchful conditions. When making the taco salad, buy cocktail tomatoes. Let each student quarter a tomato with an electric knife. Put the tomato on a cutting board to protect the cabinet or table and move the student's hand away before cutting. Make sure students push the safety switch before handing the knife to another student. The teacher stands very close to supervise. Some students may need help in holding the knife. Most students have never tried using one. Students should be cautioned about safety and told not to use an electric knife at home without asking for adult supervision.

EVALUATION

		Possible Points	Your Score
1.	Carefully studied preparation procedure	20	
2.	Practiced good sanitation while preparing food	20	
3.	Practiced safety	20	
4.	Cleaned kitchen properly	20	
5.	All work finished by the end of the class period	20	
6.	Appropriate behavior	20	
	TOTAL	**120**	

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Job Sheet 4: Additional Project to Eat with Taco Salad: Nachos

I. **Equipment**

1. Cookie sheet
2. Round corn chips
3. Cheddar cheese
4. Monterey Jack cheese

(Amounts depend on how many you wish to make. Your teacher will help you.)

II. **Procedure**

When making taco salad, a larger bag of chips may be purchased and part may be used for the snack. Put the rest in the salad.

1. Place unbroken corn chips on the cookie sheet.

2. Grate extra cheddar cheese and grate some Monterey Jack cheese.

3. Sprinkle cheese over the chips. Try not to get much cheese on the pan. It is hard to clean off the pan after it is baked.

4. Bake in 350° oven for 2-4 minutes or until cheese melts. Serve warm.

For the microwave:

Place chips and cheese on a paper plate and microwave 30 seconds.

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Job Sheet 5: Flour Tricks

I. Equipment

1. Liquid measuring cup
2. One cup dry measuring cup
3. Spoon
4. Fork
5. Sifter
6. Mixing bowl
7. Straight spatula
8. Canister or sack of flour (presifted)

II. Procedure

Review:

1. Correct way to measure flour

2. Cleanliness when working in the kitchen

Purpose of experiment:

1. Reinforce correct way to measure flour.

2. Learn to follow directions.

This experiment may be done in small groups or as a class demonstration by students.

Directions: Check each step as you finish it.

Part 1

____ 1. Using a dry measuring cup, dip into the canister and get a big cupful of flour.

____ 2. Level it with a spatula.

____ 3. Would you say this is one cupful of flour? Since the sack says it is presifted, will it be the same amount of flour after you sift it?

____ 4. Place the sifter in the mixing bowl and sift the cup of flour.

_____ 5. Carefully spoon the flour into the dry measuring cup. Do not tap, shake, or pat it down with the spoon. Tell what happened.

_____ 6. Tap the cup of flour on the counter 6 times. What happened?

_____ 7. Add more flour and tap some more. What happened?

_____ 8. Put all the flour back into the canister.

Part 2

_____ 1. Dip dry measuring cup into canister of flour. Get a nice round cupful.

_____ 2. Level with a spatula.

_____ 3. Put the level cupful in a bowl and stir it with a fork as you would mix something like scrambled eggs.

_____ 4. Carefully spoon the flour into the cup and level with a spatula. Do not tap, shake, or pat it down.

_____ 5. Tell what happened.

_____ 6. Put all the flour back into the canister.

_____ 7. A. If you did not sift flour and measured 2 cups of flour for cookies, how much would you actually be adding?

B. If you needed 4 cups of flour for cookies, how much would you actually have added?

C. What poor results would you have with the cookies?

Part 3

_____ 1. Put some flour from the canister in the mixing bowl and stir it with a fork.

_____ 2. Using a LIQUID measuring cup measure 1 cup of flour. You must not shake, tap, or pat down.

____ 3. When you think you have exactly one cup of flour, set the cup aside and put the extra flour back into the canister.

____ 4. Pour the flour from the liquid measuring cup into the bowl and measure it in a dry measuring cup.

____ 5. Did you measure exactly one cup with the liquid cup?

WHAT CONCLUSION WOULD YOU DRAW AFTER DOING THESE FLOUR TRICKS?

EVALUATION

		Possible Points	Your Score
1.	Practiced good sanitation	20	
2.	Carefully followed directions	30	
3.	Good clean up after experiment	20	
4.	Appropriate behavior	20	
5.	Was able to reach correct conclusion	20	
	TOTAL	**110**	

Teacher Self-Helps

Suggested answers:

Part 1

3. Yes. Answers vary.
5. Flour was left over. 1/4 to 1/3 cup.
6. Flour packed down.
7. Flour once again packed down.

Part 2

5. Flour was left over, about the same amount as the first time.
7 a. Over 2 1/2 cups.
  b. Over 5 cups.
  c. Cookies would be hard, dry, not so tasty.

Part 3

5. Students' answers will vary.

Conclusions

1. Flour should be sifted or stirred before measuring, unless recipe states otherwise.
2. Sifting and stirring produce same results.
3. Measurements take longer and are less accurate if a liquid measuring cup is used for measuring flour.
4. Shaking, tapping, or patting the flour will cause it to pack down and product will not be as good.

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Job Sheet 6: Making Dishpan Cookies

Part 1: Mixing the dough

I. **Equipment**

1. Recipe for dishpan cookies (HO 6)
2. Ingredients
3. Electric mixer and bowl
4. Rubber scraper
5. Liquid measuring cup
6. Dry measuring cups: 1 one-cup; 1 half-cup
7. Measuring spoons
8. Straight spatula
9. Very large mixing bowl (try the school cafeteria)
10. Mixing spoons (regular and very large)

II. **Procedure**

After studying correct measuring techniques, you are to demonstrate your knowledge and skills by taking turns measuring the ingredients. Choose chef to use the electric mixer. Your teacher may want to show the chef the correct way to scrape the sides of the bowl.

(NOTE: Refer to TM 10 - How to Break An Egg)

1. Begin mixing the dough in a regular-sized mixing bowl. When you have added one or two cups of flour and mixed it, transfer to the extra large bowl.

2. Using a large heavy spoon, take turns mixing the dough.

3. Divide dough according to the number of kitchen groups in the class.

4. If class time prohibits baking the cookies the same day, put the dough portions in a plastic bag and refrigerate until the next day.

Part 2: Baking The Cookies

I. **Equipment**

1. Cookie sheets
2. Teaspoons
3. Pancake turner
4. Cooling racks or paper towels

II. Procedure

Check each step as you go.

1. Remove dough from the refrigerator about 1-2 hours before baking.
2. Place oven rack in the center of the oven.
3. Turn on oven to 350°. Preheat oven.
4. Place rounded teaspoonfuls of cookie dough about 2 inches apart on the baking sheet. Do not crowd the dough.
5. Place in the oven. Do not place cookie sheets close together.
6. Bake about 12 minutes or until a very light brown. Cookies will be soft.
7. Remove cookies from pan with a pancake turner. Place cookies side by side on the cooling racks or paper towels. Do not stack warm cookies.
8. After all the cookies are baked, clean the kitchen and wash the dishes. (Did you leave crumbs on the stove or in the drip pans?)
9. Now, munch on some delicious cookies.

EVALUATION

		Possible Points	Your Score
1.	Carefully studied preparation procedure	10	
2.	Demonstrated a knowledge of correct measuring techniques	40	
3.	Careful clean up	20	
4.	Appropriate behavior	20	
5.	Finished on time	10	
	TOTAL	**100**	

NAME ____________________

HOUR ____________________

Nutrition Education and Food Management
Unit V

Job Sheet 7: Game: "Can You Fix Dinner without an Accident?"

Objective of the Game:

To help students learn kitchen safety rules.

I. **Equipment**

1. Game board (photocopy original found on pages 420 and 421, and reinforce by gluing to cardboard)
2. Cards (photocopy originals found on page 422, reinforce by gluing to cardboard, then cut out)
3. Colored buttons for player tokens

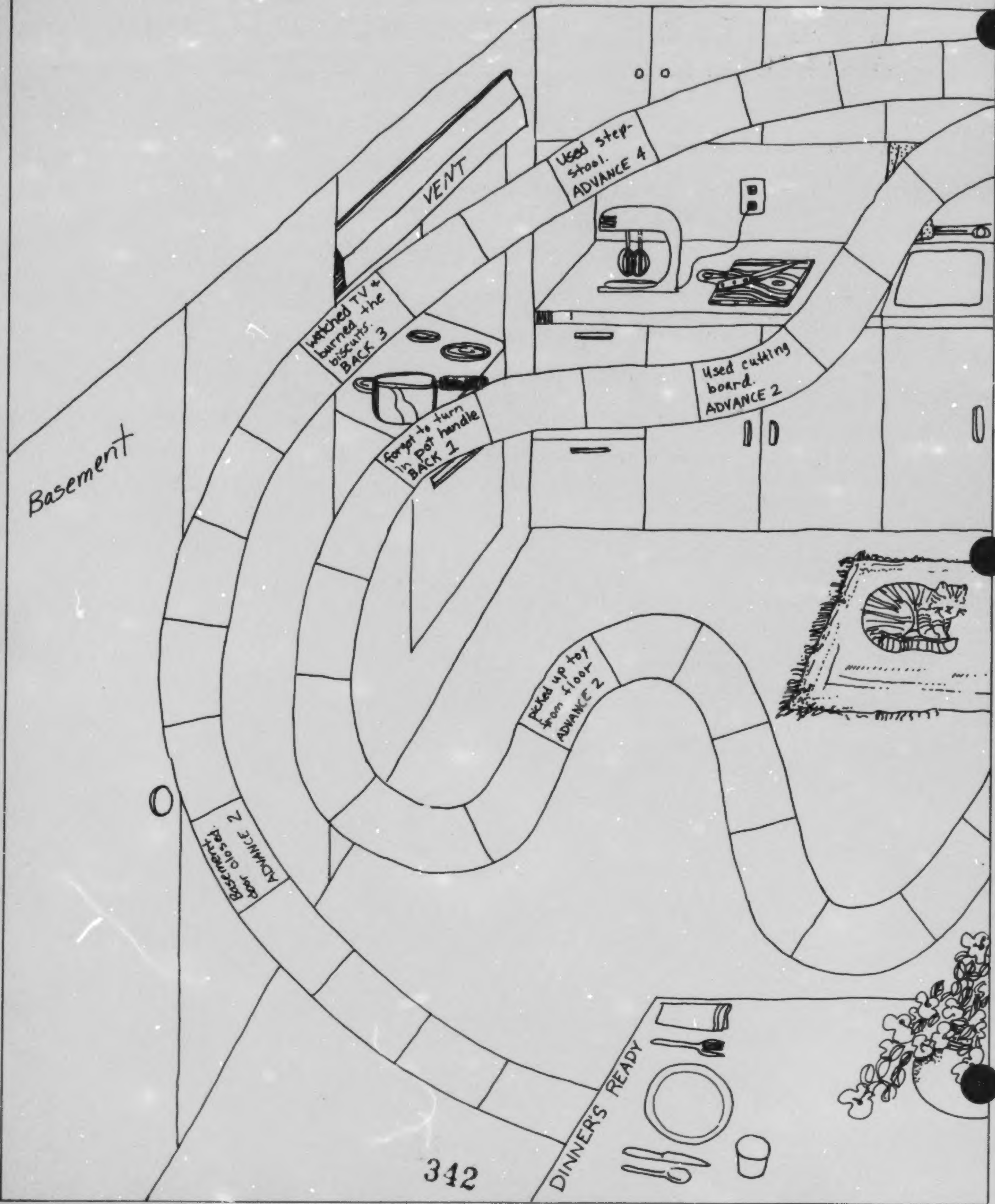
II. **Procedure**

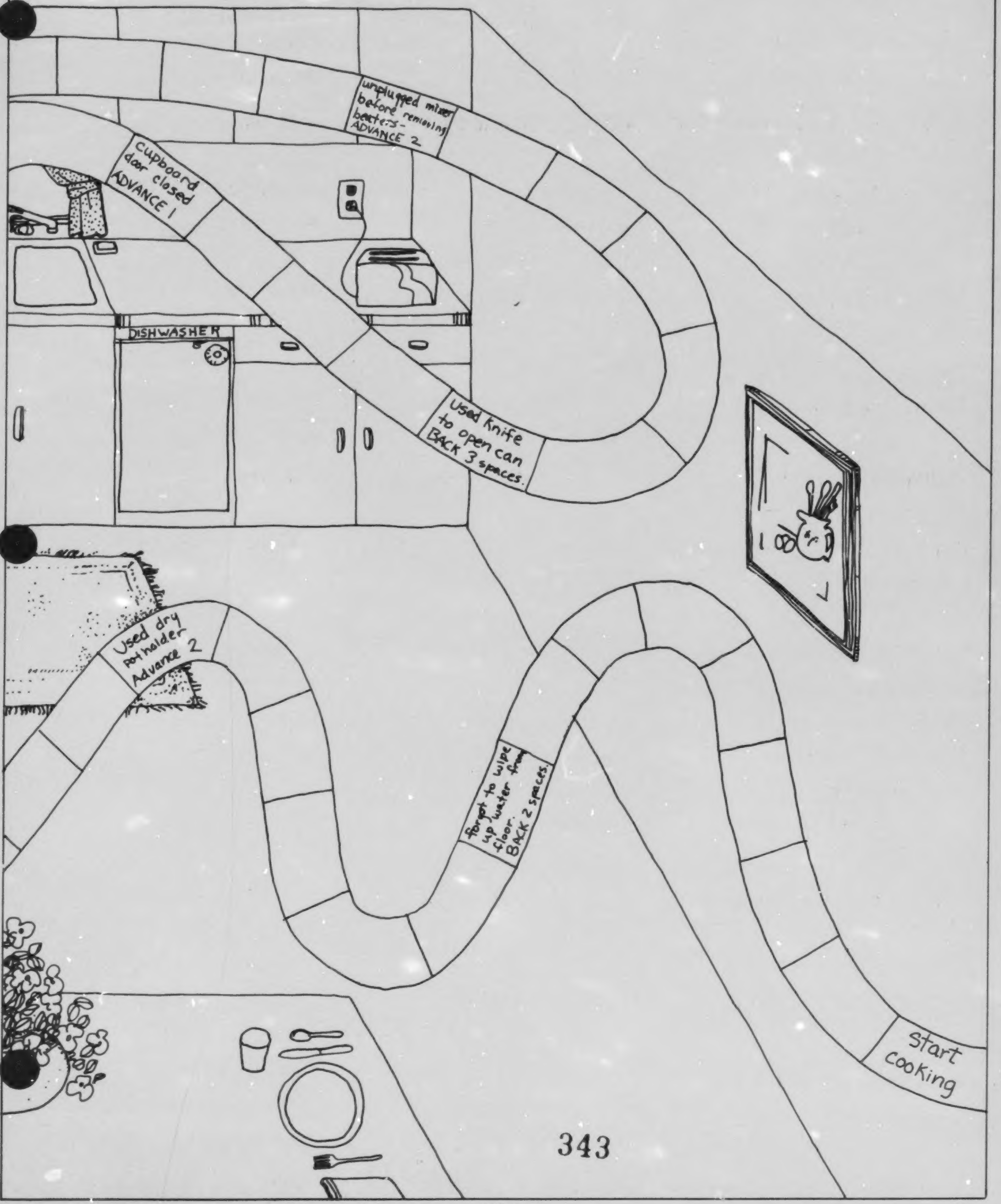
Directions: Three players use the gameboard. Players draw cards and advance or move back according to directions given on the cards. Directions are read aloud. If players land in a square with directions written on it, they must also follow those directions. The first player to get dinner ready is the winner. If you run out of cards, shuffle discards and use them again (NOTE: Your teacher may wish to add more question cards for your use.)

EVALUATION

		Possible Points	Your Score
1.	Followed game rules	20	
2.	Active participation	30	
3.	Appropriate behavior	20	
	TOTAL	70	

JS 7 (cont'd)


VENT
Used step-stool. ADVANCE 4
Watched TV & burned the biscuits. BACK 3
Forgot to turn in pot handle BACK 1
Used cutting board. ADVANCE 2
Basement
Picked up toy from floor ADVANCE 2
Basement door closed. ADVANCE 2
DINNER'S READY


unplugged mixer before removing beaters- ADVANCE 2
cupboard door closed ADVANCE 1
DISHWASHER
Used knife to open can BACK 3 spaces.
Used dry potholder Advance 2
forgot to wipe up water from floor. BACK 2 spaces.
Start cooking

CARDS FOR GAME

JS 7 (cont'd)

Loose pot handle. *Lose one turn.*	Stored sharp knives in special compartment. *Advance 1 space.*	Burned fingers when removing sticky food from toaster. *Go back 1 space.*
Did not let sharp knife lay in dishwater. *Advance 2 spaces.*	Peeled potatoes without cutting self. *Advance 2 spaces.*	Set timer to remind you food was finished. *Advance 2 spaces.*
Opened pot lid by lifting back side first. *Advance 1 space.*	Used a pan that was too small and green beans boiled over. *Go back 1 space.*	Did not place sharp knife in dishwasher with blade pointing up. *Advance 2 spaces.*
Put wet french fries in hot grease. *Go back 3 spaces.*	Throw rug not slippery. *Advance 2 spaces.*	Remembered not to stick fork in toaster while plugged in. *Advance 1 space.*
Broke a jar of pickles. Cleaned up mess immediately. *Advance 3 spaces.*	Smothered grease fire with skillet lid. *Advance 2 spaces.*	Did not carry a full hot pot across room. *Advance 1 space.*
When turning frying chicken held lid in front of you. *Advance 3 spaces.*	Bumped head on open cupboard door. *Go back 1 space.*	Did not allow electric cord to drape off cabinet. *Advance 2 spaces.*
Wore a shirt with long loose sleeves. *Go back 1 space.*	Spilled flour on floor and immediately cleaned it up. *Advance 1 space.*	Kept face away from oven door when opening it. *Advance 2 spaces.*

NAME ______________________

HOUR ______________________

Nutrition Education and Food Management
Unit V

Job Sheet 8: Locating Equipment in the School Kitchen

Objective: Learn about equipment (utensils, pots, and pans) and become familiar with the school kitchen.

I. **Equipment**

Basic kitchen utensil chart

II. **Procedure**

Directions: After studying the chart, take it to your assigned kitchen and see if you can locate the utensils shown on your chart. As you find each utensil, mark an X on its picture.

(NOTE: Do not touch any kitchen utensils unless your hands are clean, and please, do not leave a messy sink when you wash your hands.)

After you finish finding the utensils, take your seat and wait for further instructions from your teacher.

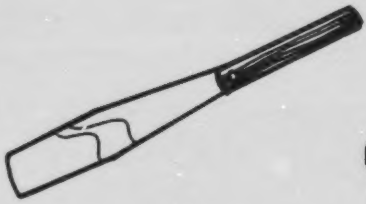
EVALUATION

		Possible Points	Your Score
1.	Students handled utensils with clean hands	10	
2.	Students left kitchen clean and in order	15	
3.	Students found all necessary utensils	15	
4.	Students returned to seat to wait for further instructions	10	
5.	Students displayed appropriate behavior	10	
	TOTAL	60	

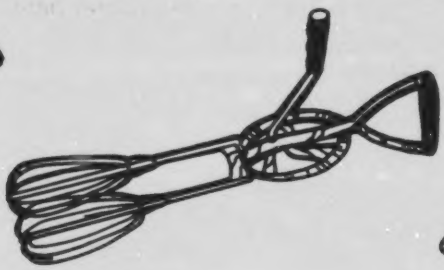
Basic Kitchen Utensils

JS 8 (cont'd)

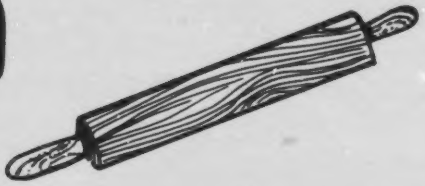
1. Spatula



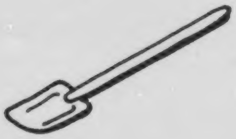
2. Rotary beater



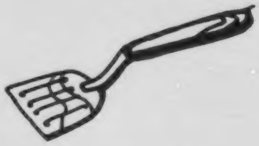
3. Rolling pin



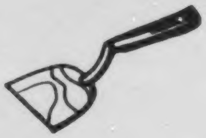
4. Rubber scraper



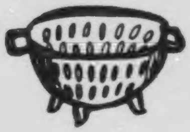
5. Egg turner



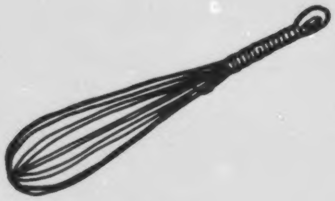
6. Pancake turner



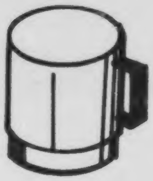
7. Colander



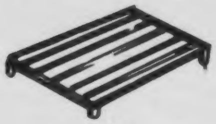
8. Whisk



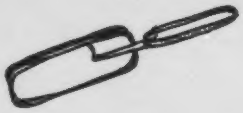
9. Sifter



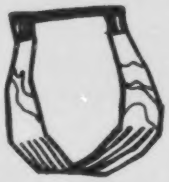
10. Cooling rack



11. Vegetable peeler



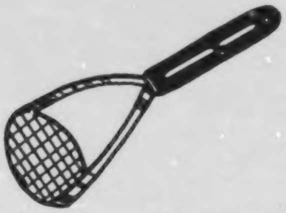
12. Pastry cutter



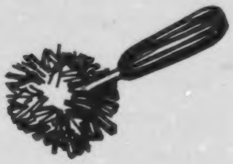
Basic Kitchen Utensils

JS 8 (cont'd)

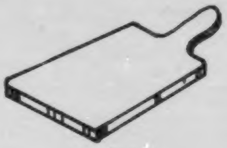
13. Potato masher



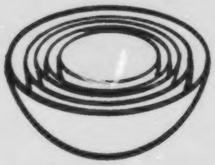
14. Vegetable brush



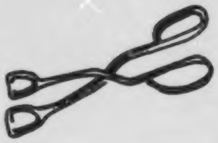
15. Cutting board



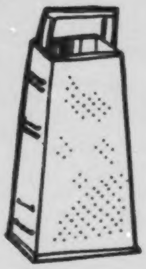
16. Set of nested mixing bowls



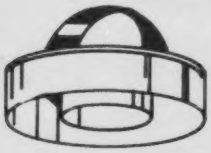
17. Tongs



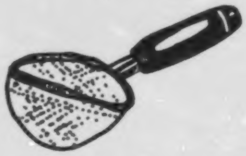
18. Grater/slicer



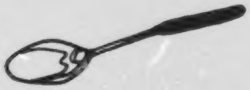
19. Biscuit/ doughnut cutter



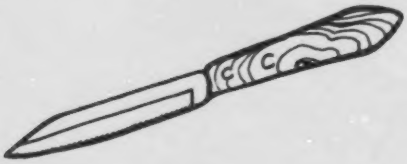
20. Strainer



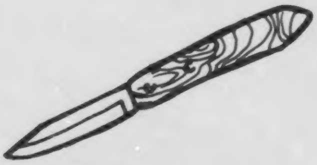
21. Large mixing spoon



22. Utility knife

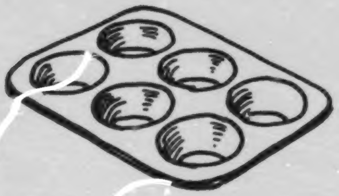


23. Paring knife

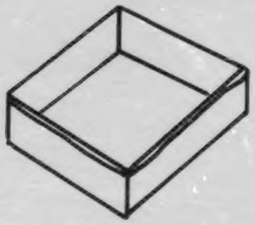


Basic Pots and Pans

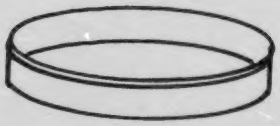
JS 8 (cont'd)



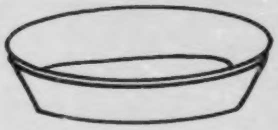
1. muffin tin



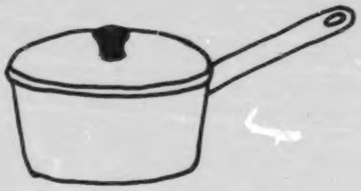
2. square baking pan



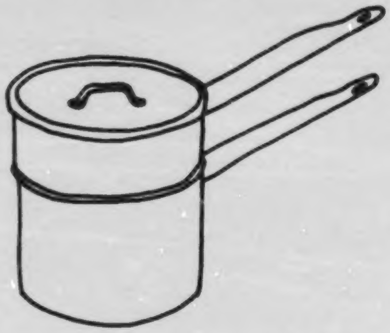
3. layer cake pan



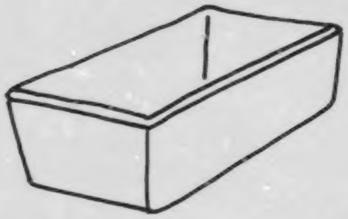
4. pie pan



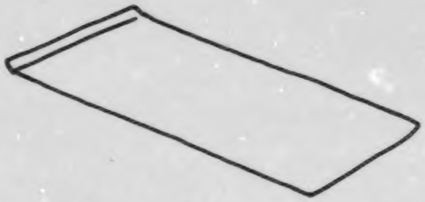
5. sauce pan



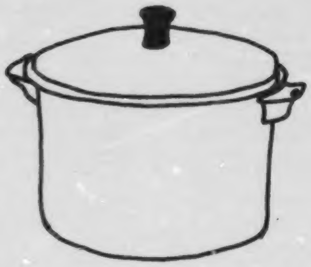
6. double boiler



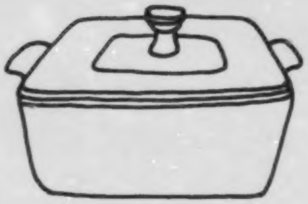
7. loaf pan



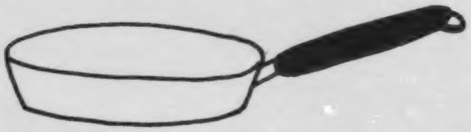
8. cookie sheet



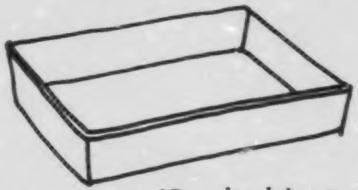
9. Dutch oven



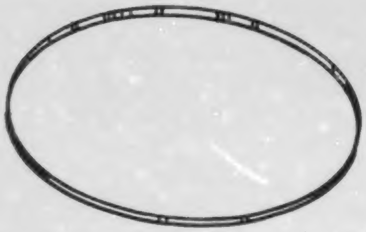
10. casserole



11. skillet



12. baking pan



13. pizza pan

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Job Sheet 9: Game: "Name That Tool"

Object of the Game: To learn names and uses of basic utensils, pots and pans used in food preparation.

I. Equipment

1. Large box or sack for the utensils, pots, and pans.
2. Two call bells, one for each side. (If call bells are unavailable students may use another unbreakable object to strike a block of wood.)

II. Procedure

Directions: After studying the various utensils, pots, and pans, the class divides into two teams. One person is chosen to be the director. The sides line up behind the bell. The director reaches into a box and holds up a tool or pan. The first player from each side rings the bell as soon as s/he knows the answer. (NO HELP, PLEASE!) The first person to respond gives the name of the tool; if correct, that side receives a point and the equipment is put on the table. If incorrect the other side gets to try. If neither side knows the correct answer the object is placed back in the box. If there is a tie when ringing the bell, the object goes back into the box without being named, and another object is shown, until there is one person who rings the bell first. Players rotate after naming, or trying to name, one object. Game continues until all equipment is named. Side with most points wins.

Repeat the game. This time the players must give correct name AND USE.

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Job Sheet 10: Learning to Operate and Clean the Stove (Range)

I. **Equipment**

Manufacturer's instruction manual for each stove

II. **Procedure**

A. You should be able to answer the following questions after studying the manufacturer's instruction manual. You should work in your kitchen units and you may work around the stove.

1. When you wish to bake something, how do you turn on the oven?

2. How do you turn on the burners?

3. What do the words on the burner control knobs mean?

4. What setting would you use to boil water?

   Fry hamburger?

   Cook spaghetti sauce?

   Keep food warm but not cooking?

5. How do you turn on the oven light? The surface light?

6. How do you change the oven racks?

7. How do you clean the stove?

8. What are some safety rules that should be observed when using the stove?

(The teacher may wish to add more questions.)

B. After you have had sufficient time to study, you should return to your seats.

C. The teacher will now call on students to demonstrate or tell about operating and cleaning the stove.

D. After students have discussed the questions they should be able to pass a written test over the above questions.

EVALUATION		Possible Points	Your Score
1.	Followed directions	20	
2.	Acceptable study habits	20	
3.	Demonstrated a knowledge of stove	30	
	TOTAL	**70**	

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Job Sheet 11: Learning the Use and Care of Appliances

Objectives:

1. To learn about the use and care of appliances
2. To learn how to prepare a class report

I. **Equipment**

Instruction manuals or service manuals for the different appliances

II. **Procedure**

A. The teacher will assign a report about a certain appliance to two or three people.

B. Using the instructional manual, you should be able to TELL the class about how to use and clean the appliance. Use the following questions as a guideline for your report. You should make notes so you can remember what you are going to tell the class.

QUESTIONS: (Your teacher may add others)

1. How do you operate the appliance?
2. How do you clean it?
3. What are the safety rules that should be followed?
4. (Optional) How should the appliance be stored?

C. When you are ready to give your report, tell your teacher.

D. Ask for Job Sheet #12.

Teacher Self-Helps

* Choose appliances you feel are most frequently used by the students, such as disposal, electric mixer, blender, skillet, can opener, etc.

* It may be helpful to mark the pages to be used, particularly if the manual is lengthy.

352

EVALUATION

		Possible Points	Your Score
1.	Followed directions	10	
2.	Made notes	10	
3.	Covered all important questions	30	
4.	Appropriate behavior	20	
	TOTAL	**70**	

NAME ______________________

Nutrition Education and Food Management
Unit V

HOUR ______________________

Job Sheet 12: Giving Your Report and Testing Your Class

Objective:

1. Learn to make and give a test.
2. Learn to give a report before the class.

I. **Equipment**

Report on appliance from Job Sheet 11
Paper and pen or pencil

II. **Procedure**

1. After you have become familiar with your report and are ready to present it to the class, you should make a test to give your classmates after you are finished.

    a. On a sheet of notebook paper, write 5 - 10 true or false questions about how to use the appliance, clean it, or to be safe when using it. These should be questions about things you covered in your report that are important to remember.

    b. Have questions approved by your teacher.

    (NOTE: Your teacher may wish for you to write your test on a duplicating master so it can be duplicated and given to each student.)

    c. Give your report when you are called upon to do it.

    d. After giving your report, read your questions aloud and have the class write their answers. They should use their own paper.

    e. Have students exchange papers. You will once again read the questions and check the papers.

    f. Have the students write the number correct at the top of the page and hand the paper in.

Teacher Self-Helps

* Students evaluate themselves. Students should score at least 85% on each test.

EVALUATION			
		Possible Points	**Your Score**
1.	Followed directions	10	
2.	Oral report covered all points	30	
3.	Behavior appropriate	20	
4.	Test questions covered all points of the report	30	
5.	Student partners shared the work	10	
	TOTAL	**100**	

NAME ____________________

HOUR ____________________

Job Sheet 13: Table Setting Game

I. Equipment

Dinnerware, silverware, linens, and centerpiece

II. Procedure

Using your knowledge of table setting, select dinnerware, silverware, and table linens for one of the sample menus listed below. (Each kitchen unit will select a different menu.) According to the menu given to your kitchen unit, you should select the proper eating utensils and set your own place. Do not use serving dishes and platters. When you are satisfied with your work, the other kitchen units will judge your work. (Once the group begins explaining and pointing out errors, you may not change your setting.) First, you will explain your menu and why you set the table the way you did. The judges will check for errors. Persons with the least number of errors are the winners. NOTE: BEFORE YOU BEGIN, WASH YOUR HANDS WITH SOAP AND WATER. DO NOT put any dinnerware in your mouth. Your teacher may ask you to wash the dishes after you have completed your assignment.

SAMPLE MENUS (Your teacher may wish to use other menus.)

1.
Roast Turkey
Mashed Potatoes and Gravy
Cranberry Sauce
Green Beans
Individual Jello Salad
Hot Rolls and Butter
Coffee

2.
Orange Juice
Sausage and Scrambled Eggs
Blueberry Muffins
Milk

3.
Vegetable Soup
Apple Slices
Cheese and Crackers
Milk

4.
Spaghetti and Meat Sauce
Tossed Green Salad
Hot Garlic Bread
Iced Tea

5.
Fried Chicken
Sliced Tomatoes
Corn on the Cob
Fruit Cocktail
Hard Roll
Milk

6.
Ham
Baked Potato
Broccoli
Sliced Peaches
Milk
Coffee

EVALUATION

		Possible Points	Your Score
1.	Followed directions	10	
2.	Acceptable table setting	30	
3.	Active participation	25	
4.	Good clean up	10	
5.	Acceptable behavior	10	
	TOTAL	**85**	

357

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Job Sheet 14: Learning to Identify and Use Dinnerware, Silverware, and Glassware

Objective of the Lesson: Many times we do not know what tool to use or what to do when we go out to eat. If we know what each piece of tableware is and what it is used for, we can feel comfortable in any situation.

I. Equipment

Paper sack, dinnerware, silverware, glassware

II. Procedure

Your teacher will have a sack full of all tableware to be studied. Pass the bag around the room and carefully draw objects from the bag until it is empty.

When you are called upon, you are to give the name and use of the object you drew from the bag. If you do not know, call on someone who thinks s/he can give the information. If no one can correctly identify or tell the use of the object, set it to one side of the table. If the object is correctly identified, place it on the other end of the table.

Study information sheet VIII.E. and HO 3 and learn about the tableware you could not identify.

Teacher Self-Helps

* In order to teach this lesson most effectively, it is suggested you use a Hook 'n Loop board. (One supplier is NASCO, 901 Janesville Ave., Ft. Atkinson, Wisconsin 53538.) Put hook'n loop tape on the dishes and let students hang the dishes vertically on the board. They are very fascinated by this. When you begin arranging the table (JS #16), you will have no problems with students being willing to place tableware on the board. Students often find it impossible to remain seated and many times the whole class is clustered around the board discussing the lesson. The teacher can stand back and enjoy watching the interaction. This can be one of your most memorable lessons. Try the same method for other lessons such as cooking tool identification.

Job Sheet 14 (cont'd)

EVALUATION

		Possible Points	Your Score
1.	Tried to identify object	20	
2.	Researched unknown objects	30	
3.	Appropriate behavior	10	
	TOTAL	**60**	

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Job Sheet 15: Learning to Set the Table

I. Equipment

Dinner plate, bread and butter plate, cup, saucer, water glass, dinner knife, teaspoon, salad fork, dinner fork, napkin, and any other tableware your teacher wishes to use.

II. Procedure

Pass out the tableware. Your teacher will call the name of a piece of tableware. When the one you are holding is called, put it where you think it should be properly placed on the table.

After the table is set, look and see if you would make any changes. Raise your hand and wait to be called upon to make the changes you think are needed.

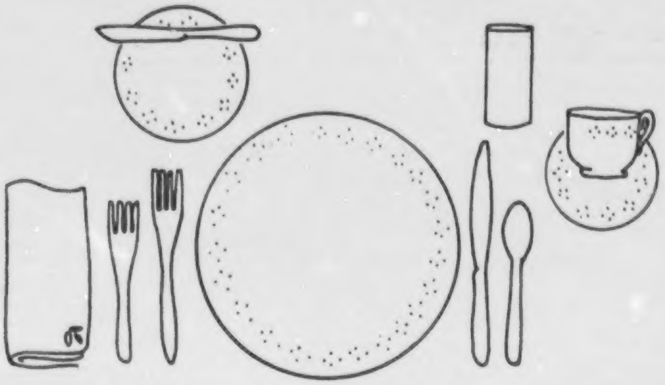
Now study table setting diagrams on the following page. Did your class set the table correctly? If not, what needs to be done to correct it?

THOUGHT QUESTIONS:

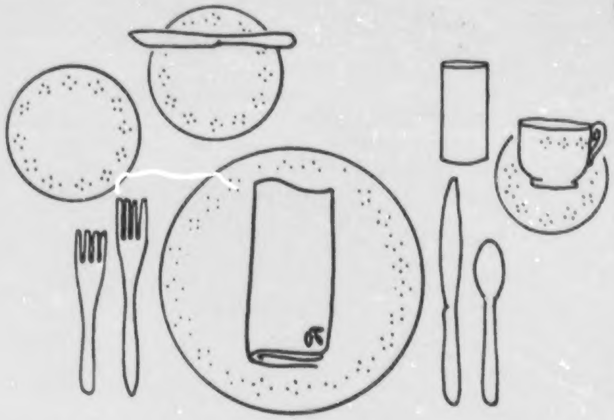
1. Why do we sometimes use a separate plate for the bread and butter?
2. Why do we sometimes use a separate plate for a salad?
3. What is the difference in the appearance of a table that has been set correctly and one that has been set carelessly?
4. Why do you think everyone should practice good table setting?
5. How will this knowledge help you now and later in your life?

Teacher Self-Helps

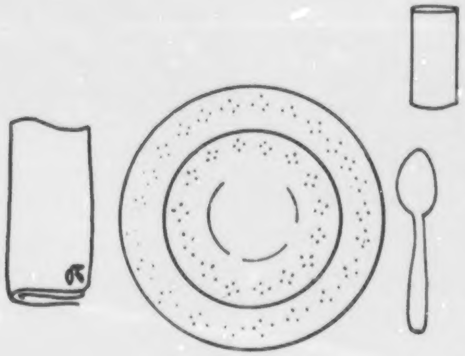
* If you wish you may have students try to list as many errors as they can find before they study the diagrams.



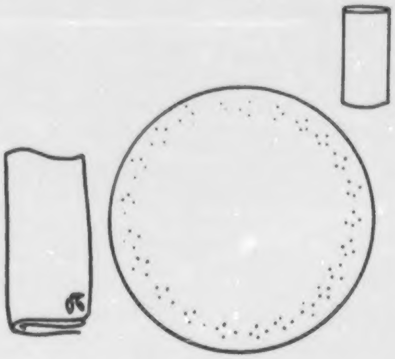
All dinnerware and silverware
is placed 1" from the edge of the table.
Read information sheet for other information.



Formal dinner



Soup bowl on a plate



When no silverware is needed

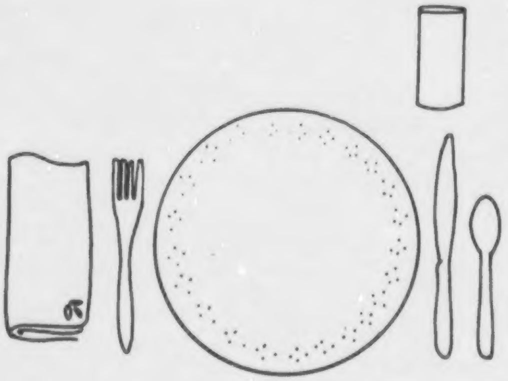
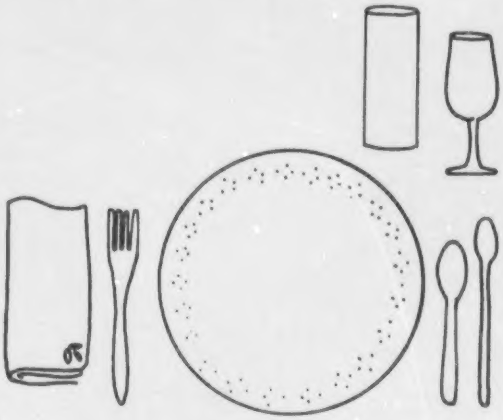


Table setting most often used



Two glasses and iced tea spoon

EVALUATION

		Possible Points	Your Score
1.	Active participation	20	
2.	Studied diagrams carefully	10	
3.	Tried to answer thought questions	30	
	TOTAL	**60**	

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Job Sheet 16: Practicing Table Setting and Mealtime Manners

I. Equipment

Each student should have a place setting which includes: dinner plate, bread and butter plate, cup and saucer, goblet, napkin, dinner fork, salad fork, dinner knife, butter spreader, teaspoon.

II. Procedure

Wash your hands with soap and water. Find the above items in your kitchen. Arrange them in their proper places. When you have completed your assignment, sit at your place setting and wait for directions from your teacher. REMEMBER: DO NOT put any silverware or dinnerware in your mouth when you are practicing.

EVALUATION

		Possible Points	Your Score
1.	Followed directions	10	
2.	Made acceptable table setting	20	
3.	Practiced holding silverware properly	25	
4.	Good clean up	10	
5.	Acceptable behavior	10	
	TOTAL	75	

Teacher Self-Helps

* When the students are satisfied with their setting, ask aloud the following questions. (You may wish the students to make a note of their errors.)

1. Are all the pieces of your place setting 1 inch from the edge of the table?
2. Are the knife and spoon on the right?
3. Are they evenly spaced?
4. Is the knife blade turned toward the plate?
5. Are the forks and napkins on the left?
6. Are they evenly spaced?
7. Is the goblet centered 1 inch from the tip of the knife?
8. Is the cup and saucer on the right?
9. Is the cup handle parallel with the edge of the table?
10. Is the bread and butter plate above the forks?
11. Is the butter spreader across the top of the plate and parallel with the edge of the table?
12. Is the blade of the butter spreader turned inside and the handle to the right?
13. Put your napkin where you are supposed to use it.
14. Pick up your fork and show me how to hold it correctly. (Check to see if each student is holding the fork correctly. Some may need help. You should hold one for example.)
15. Show me how you would hold your knife and fork when you are cutting meat. (Once again check and show them how to do it.)
16. Show me how you leave your silverware when you have finished eating. (Check.)

Now you may put away all your dishes and silverware in their proper places.

NAME ____________________

HOUR ____________________

Job Sheet 17: Biscuits Supreme *(Better Homes and Gardens Cookbook)*

I. Equipment

1. Two large mixing bowls - clear, if you have them
2. Flour sifter
3. Set of measuring spoons
4. Liquid measuring cup
5. ½ and 1 cup dry measuring cups
6. Pastry blender - or 2 knives (show them how to use two knives instead of a pastry blender)
7. Fork
8. Rubber scraper
9. Mixing spoon
10. Dough board
11. Rolling pin
12. Biscuit cutter
13. Cookie sheet
14. Plastic handguards (gloves)
15. INGREDIENTS FOR THE RECIPE (See list below)

II. Procedure

Directions: READ THIS JOB SHEET CAREFULLY BEFORE YOU BEGIN WORKING. Decide as a group who will do each job. Write your name beside the jobs assigned to you.

NAME	INGREDIENT	LAB DUTIES	
____________	2 cups sifted flour	____________	Chef
____________	4 teaspoons baking powder	____________	Helper 1
____________	½ teaspoon salt	____________	Helper 2
____________	½ teaspoon cream of tartar	____________	Helper 3
____________	2 teaspoons sugar		
____________	½ cup shortening		
____________	2/3 cup milk		

Job Sheet 17 (cont'd)

HOW YOU MIX IT (Refer to TM 11)

CHECK OFF AS YOU GO

DO NOT proceed to the next number until the previous number it is checked.

____________ 1. Turn on oven to 450^{c}.

____________ 2. Sift together flour, baking powder, salt, and cream of tartar and sugar.

____________ 3. Cut in shortening till mixture resembles coarse crumbs.

____________ 4. Make a well in flour mixture, and add milk all at once.

____________ 5. Stir with a FORK until dough follows FORK around the bowl.

____________ 6. Put one handful of flour on the board and smooth it around in a circle.

____________ 7. Turn out dough on floured board and knead lightly 10-12 times.

____________ 8. Roll dough until it is about ½ inch thick. **(DO NOT HANDLE DOUGH ANY MORE THAN YOU HAVE TO)**

____________ 9. Cut with biscuit cutter. Try to have as little left over dough as possible.

____________ 10. Bake on ungreased cookie sheet 9-11 minutes or until golden brown. SET TIMER on 9 minutes and check to see if they are done.

Time Schedule:

Have biscuits in oven by ____________

Take out of oven at ____________

Finish eating ____________

Amount of clean up time ____________

BISCUIT LAB EVALUATION

Kitchen number ______________

HOUR ______________

Names ________________

____

____

____

		Possible Points	Your Score
1.	Members knew what their jobs were BEFORE the lab.	5	
2.	Did all work in the assigned kitchen.	5	
3.	All members did their assigned jobs.	10	
4.	All ingredients were correctly measured.	10	
5.	Followed the mixing directions.	10	
6.	Biscuits were light brown.	10	
7.	Biscuits were light and not hard.	10	
8.	Biscuits were in the oven on time.	10	
9.	Biscuits were all the same size.	5	
10.	Kitchen was left spotless.	10	
11.	All the work was finished on time.	10	
12.	Evaluation was filled out carefully and thoughtfully.	5	
	TOTAL	**100**	

Each of you should write a sentence about how you liked the lab and what you learned by doing the lab.

Name | Comments

NAME ____________________

HOUR ____________________

Nutrition Education and Food Management
Unit V

Job Sheet 18: Identifying Good and Poor Snack Foods

Snacks are often an important part of a person's diet. Many people prefer or are required to eat more than three times a day. Since snacks are not a regular meal, we usually go to the kitchen, store, or restaurant and get whatever we feel like eating. Sometimes our choices are good and sometimes they are poor.

I. **Equipment**

Scissors, magazines, bulletin board

II. **Procedure**

1. From magazines, cut pictures of foods that would be eaten as a snack between meals. Your teacher will tell you how many points you earn for each picture you find.
2. Group the pictures under the good snacks and poor snacks. Pin them on the bulletin board or around the room.
3. Look at all the pictures. Tell why some foods are good choices and why some are poor choices.
4. List snacks people often eat that provide little nutrition (empty calorie foods).

EVALUATION

		Possible Points	Your Score
1.	Found acceptable number of pictures	30	
2.	Participated in identification	20	
3.	Snack foods listed correctly	20	
	TOTAL POINTS	70	

NAME ______________________

HOUR ______________________

Nutrition Education and Food Management
Unit V

Job Sheet 19: Pizza Preparation Lab (2 days)

Part I: Prepare Pizza
(1st Day)

Chef ______________________

Helper #1 ______________________

Helper #2 ______________________

Helper #3 ______________________

I. Equipment

½ lb. hamburger, skillet, spoon, grease container, 4 oz. mozzarella cheese, paper toweling, plastic bag.

II. Procedure

Check off steps as you go.

NAMES PROCEDURE

________ 1. Put ½ lb. hamburger in a skillet. Turn on the burner to medium-high. Stir hamburger while it cooks. Brown hamburger. (If it begins to spatter grease, turn the heat down.)

________ 2. When hamburger is brown, turn off heat. Tip the skillet and carefully spoon out as much grease as you can, into proper container.

________ 3. Put 3 paper towels on a dinner plate. Put the hamburger on the paper towels. Pat with another towel to remove as much grease as possible.

________ 4. After hamburger is cool, put it in a plastic bag. Label it with your kitchen number and hour. Place it in the refrigerator in the place designated for your class.

________ 5. Grate about 4 oz. Mozzarella cheese. (WATCH YOUR KNUCKLES!)

________ 6. Place cheese in a plastic bag. Label it with your kitchen number and hour, and place in the refrigerator in the place designated for your class.

Everyone 7. Clean your kitchen according to your designated lab duties. (Remember to wipe ALL the grease off the stove.)

NOW STUDY YOUR LAB SHEET FOR TOMORROW AND PREPARE TO DISCUSS THE PROCEDURE WITH YOUR TEACHER.

Part 2: Finishing the Pizza
(2nd Day)

Chef ________________________

Helper #1 ____________________

Helper #2 ____________________

Helper #3 ____________________

I. Equipment

1 box pizza mix, small bowl, fork, clean towel, timer, pizza pan or cookie sheet, pizza cutter, spatula, vegetable oil.

II. Procedure

Check off steps as you go.

NAMES PROCEDURES

________ 1. Turn on oven to 450°.

________ 2. Open package of pizza mix (for crust and sauce) and get out the crust mix package. Place mix in a small bowl.

________ 3. Carefully measure ½ cup very warm water (not hot) and add it to the crust mix. (very warm - like your bath water.)

________ 4. Stir with a fork until all the flour is mixed in. Then beat 25 strokes.

________ 5. Cover with a clean dry towel and set in a warm place, or in a bowl of warm water.

________ 6. Set the minute minder for 5 minutes. Let dough rest.

________ 7. Grease pizza pan or cookie sheet. (Grease lightly, do not have big chunks of visible grease.)

Everyone 8. Oil fingers and palms of hands in preparation for spreading the dough quickly. (Pat the dough to the edge of the pan or to the size you want it.) Make a ridge so the sauce won't spill over the edge.

________ 9. Wash the pizza sauce can lid and open it.

________ 10. Quickly spread sauce over dough with the back of a spoon.

________ 11. Sprinkle on the hamburger you cooked yesterday (along with any other ingredients).

________ 12. Top with shredded cheese. Sprinkle evenly but quickly.

________ 13. Pop it in the oven. (DO NOT tip the pan as you put it in.) Set the timer for 16 minutes. Pizza should be bubbling and light golden brown.

Everyone 14. Clean up while the pizza bakes. Remember you will have more dishes.

________ 15. Cut and remove pizza from the pan to each plate with a pie server. Be careful not to pile it up on the plate. Try to keep the shape of the piece.

WATCH OUT! ALLOW AT LEAST 15 MINUTES TO EAT. A HOT PIZZA BITE CAN BURN YOUR MOUTH!

Time schedule:

Pizza in oven by: ________________

Begin eating: ________________

Stop eating: ________________

Amount of time for final clean-up __________

NOW, WHY DON'T YOU MAKE A PIZZA AT HOME?

Teacher Self-Helps

- * You may demonstrate this lab; however, most students in the 6th or 7th grade should be able to manage it without demonstration. Careful study and discussion of procedures is all they require.

- * You might allow students to bring extra things for toppings if they choose. However, emphasize that no one should tell parents they HAVE to have something, nor should they cause someone to make a special trip to the store. If other members of their group do not like their choice of topping, they can put it on their one part of the pizza. Watch out for toppings that are too thick.

- * If time permits, you may want students to practice setting the table.

- * Stress careful measuring of the water. The crust is a little tricky.

Part 3: Pizza Lab Evaulation

Directions: Please answer questions by writing Yes or NO. Then write your comments about the pizza lab.

1. Was the pizza in the oven on time?

2. Was the dough of the right consistency (not too sticky or stiff to pat out)?

3. Did we all follow directions?

4. Was the pizza baked the right amount of time? (Not burned or sticky)

5. Was there good cooperation among the group and no fussing?

6. Did we each do our own job?

7. Did we clean up well and not have to be reminded to clean some more?

Job Sheet 19 (cont'd)

Write how you felt about the lab. Write a comment and THE GRADE you feel you deserve for the job you did.

NAME

COMMENTS

NAME

COMMENTS

NAME

COMMENTS

NAME

COMMENTS

NAME ____________________

Nutrition Education and Food Management
Unit V

HOUR ____________________

Job Sheet 20: Super Supper Surprise

Learn to fix a SUPER SUPPER and SURPRISE your family. Menu: Chili, celery stuffed with peanut butter or cheese, apple slices, nachos, served with milk to drink.

Part 1: Make Chili to be Heated the Next Day
(1st Day)

Chef ____________________

Helper #1 ____________________

Helper #2 ____________________

Helper #3 ____________________

I. **Equipment**

1 lb. hamburger, spoon, grease container, large skillet, 1 package chili mix, 1 16-oz. can tomatoes, 1 can kidney beans, cheese, celery, apples, knife, cutting board.

II. **Procedure**

Check off as you go.

_________ 1. Put 1 lb. hamburger in a large skillet and stir while you brown it on medium heat.

_________ 2. Carefully tip skillet and spoon grease into proper container.

_________ 3. Add a package of chili mix to the drained hamburger in the skillet.

_________ 4. Wash the lid of a 1 lb. can of tomatoes. Open the can. (If you do not like bits of tomato in your chili, you may wish to put the tomatoes in a blender for about 3-4 seconds. Your teacher will help you.) Add tomatoes to chili mixture.

_________ 5. Wash the lid of the can of kidney beans. Open. DO NOT DRAIN. Add to the skillet mixture.

_________ 6. Stir together and bring to a boil. Turn to simmer and allow chili to simmer for 10 minutes with the lid on.

_________ 7. Turn off the burner and remove the skillet lid. Allow chili to cool until 5 minutes before the class period is over.

_________ 8. Place in appropriate container. Cover. Label with your kitchen number and hour. Place in the refrigerator on the shelf designated.

Preparing cheese for nachos

_________ 1. Grate pieces of cheddar and Monterey Jack cheese.

_________ 2. Place both cheeses in the same plastic bag. Label and refrigerate.

Preparing relishes.

_________ 1. Wash stalks of celery carefully. You may need to use a vegetable brush to get them clean.

_________ 2. Cut celery into 2-3 inch pieces. Try to keep them the same length. Use a cutting board.

_________ 3. Put celery pieces into a plastic bag. Label and place in the refrigerator.

_________ 4. Wash and dry apples but do not cut them. Put them in the refrigerator for tomorrow.

Everyone 5. **CLEAN UP AND STUDY YOUR DIRECTIONS FOR TOMORROW.**

Part 2: Super Supper Surprise Today!
(2nd Day)

Chef ________________________

Helper #1 ____________________

Helper #2 ____________________

Helper #3 ____________________

I. Equipment

Peanut butter, cheese spread, knife, cutting board, corn chips, timer, serving bowls, bread basket.

Job Sheet 20 (cont'd)

II. Procedure

Check off as you go.

_________ 1. Turn on oven to 350°.

_________ 2. Put chili in a sauce pan. Cook over medium heat until the chili is hot. Stir so it won't burn.

_________ 3. Spread peanut butter or cheese spread on the celery.

_________ 4. Use a cutting board. Slice the apple and remove the core.

_________ 5. Arrange apples and stuffed celery in a pretty pattern on a plate. (Remember: Apples turn brown. Have your teacher explain how to prevent this if you are not going to serve them immediately.)

_________ 6. Set the table in the proper way.

_________ 7. Place about ¼ lb. corn chips on a baking sheet. Sprinkle cheese over chips.

_________ 8. JUST BEFORE YOU START TO SERVE, put the nachos in the oven. DO NOT TIP the pan as you put it in the oven. Turn the minute minder to 3 minutes. Check to see if cheese is melted.

_________ 9. Ladle the chili into bowls, put the plate of relishes on the table. Put nachos in a bread basket.

YOUR SUPER SUPPER IS READY TO EAT.

Everyone 10. **PLEASE practice good manners. DO YOU KNOW THE PROPER WAY TO EAT SOUP?**

Time Schedule:

Meal ready to eat by _________

Stop eating by _________

Amount of time for clean-up _________

EVALUATION

		Possible Points	Your Score
1.	Was the chili properly cooked?	20	
2.	Were the nachos done but not burned?	15	
3.	Did the relish tray look attractive?	10	
4.	Was the table set properly?	10	
5.	Did everyone practice good manners?	10	
6.	Did everyone cooperate and do their job well (without fussing)?	15	
7.	Did you finish on time?	10	
8.	Did you do a good job of cleaning up, without having to be told what to do?	10	
	TOTAL	**100**	

Judging from your above answers, what grade do you think you deserve for your lab?

____

Comments:

NAME ____________________

HOUR ____________________

Nutrition Education and Food Management
Unit V

Job Sheet 21: Spaghetti Dinner Lab

Part 1: Prepare Sauce and Bread
(1st Day)

Chef ____________________

Helper #1 ____________________

Helper #2 ____________________

Helper #3 ____________________

I. Equipment

Electric skillet, ¼ to ½ lb. hamburger, spoon, grease container, 1 package spaghetti sauce mix, 1 6-oz. can tomato paste, glass measuring cup, bowl, cutting board, sharp knife, garlic or plain butter, aluminum foil

II. Procedure

Check off steps as you go.

Make sauce to be heated the next day:

________ 1. In the electric skillet, brown ¼ lb. to ½ lb. hamburger, drain grease by carefully spooning it into the proper container.

________ 2. Add spaghetti sauce mix, 1 6-oz. can tomato paste and 1 3/4 cups of water.

________ 3. Bring to a boil. Reduce heat and simmer with the lid on for 10 minutes. Check occasionally to see if it is sticking. Be careful and do not burn it. Turn off the skillet and let mixture cool with the lid off until 5 minutes before the bell rings. Put it in a bowl, cover, and label it with your kitchen number and hour. Place in the refrigerator.

Make garlic bread or plain French bread.

________ 1. Cut your group's bread at an angle and make pieces about 3/4 inch thick. Use a cutting board and bread knife. DO NOT CUT ALL THE WAY THROUGH THE BREAD.

________ 2. Spread garlic or plain butter lightly on one side of each slice. Pull slices open as you butter them but do not break pieces apart.

_________ 3. Wrap piece of bread in foil to be heated next day. Label and put in the refrigerator in the place designated for your class.

Part 2: Prepare Spaghetti; Heat Sauce and Bread
(2nd Day)

Chef ________________________

Helper #1 ____________________

Helper #2 ____________________

Helper #3 ____________________

I. Equipment

Sauce pan, glass measuring cup, large pan with lid, measuring spoons, long-handled spoon, colander, pot holders, serving dishes

II. Procedure

Check off steps as you go.

_________ 1. Turn on oven to 400° and put in the bread. Do not unwrap it. Heat for about 10-15 minutes. Turn off oven and leave bread in until you are ready to serve.

_________ 2. Put spaghetti sauce in a sauce pan over medium heat. WATCH IT CAREFULLY.

_________ 3. Fill a large pan 2/3 full of cold water. Put the burner on high heat. Put the lid on the pot so water will boil faster.

_________ 4. When water is boiling add 1 tablespoon salt.

_________ 5. When water is boiling add 1 tablespoon oil.

_________ 6. Put spaghetti in the boiling water. Do not BREAK IT. Stir with a long-handled spoon to separate the spaghetti. Do not put the lid on while it cooks. Let it cook for about 9-10 minutes and test it by tasting it. It should be "al dente" (firm but not hard).

_________ 7. When spaghetti is done, put the colander in the sink. Use pot holders to hold pan. Carefully pour spaghetti in the colander to drain.

Job Sheet 21 (cont'd)

________ 8. Add 1 tablespoon of oil to the drained spaghetti. Lift it so oil is distributed through spaghetti. (DO NOT RINSE IT!)

Everyone 9. While spaghetti cooks, set the table properly and clean up everything you can.

________ 10. Put spaghetti and sauce on each person's plate in the kitchen to serve it, rather than set pots and pans on the table.

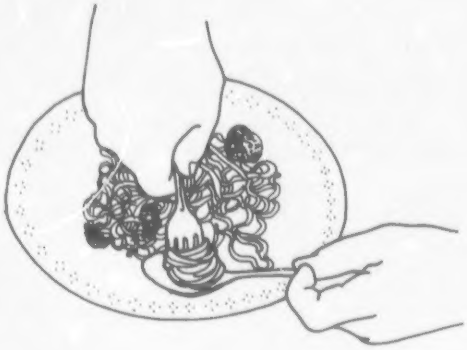
Everyone 11. Practice your table manners while you eat!

Time Schedule:

Spaghetti on the table ready to eat ____________

Stop eating at ____________

Amount of time for final clean-up ____________



Teacher Self-Helps

- * Make garlic butter ahead of time.
- * Demonstrate how to cut the bread and how to wrap it properly. Students enjoy learning the "meat wrap."
- * While students are making the sauce (or at another convenient time) bring water to a boil and cook a small amount of spaghetti to demonstrate how to check spaghetti for doneness by tasting it. It should be "al dente" (firm)! Have them use tongs to pick up spaghetti.
- * If time is short, have water boiling when students come to class. Have spaghetti measured. (Allow about 2 oz. per person. Too much food to eat takes up valuable time.)
- * You may want to have students practice twisting the spaghetti around their fork.
- * This can be a "reward" lab for students who have demonstrated in previous labs that they can handle it.

EVALUATION		Possible Points	Your Score
1.	Was the spaghetti cooked just right?	20	
2.	Was the sauce properly cooked?	20	
3.	Was the bread served hot?	10	
4.	Was the table set properly?	10	
5.	Did everyone practice good manners?	10	
6.	Did everyone cooperate and do their job well (without fussing)?	10	
7.	Did you finish on time?	10	
8.	Did you do a good job of cleaning up, without being told what to do?	10	
	TOTAL	**100**	

Judging from your above answers, what grade do you think you deserve for your lab?

COMMENTS:

NAME ____________________

HOUR ____________________

Job Sheet 22: Comparing Food Brands

In the grocery store, we find different brands of the same food. It is difficult to know which one to buy. (A good rule is to buy the cheapest one first and if you do not like it, try a different brand the next time.) Let's see if there are differences among several different brands.

I. **Equipment**

Several brands of peaches, serving bowls, spoons, paper plates

II. **Procedure**

Several cans of peaches are opened and poured into bowls so a comparison can be made. See if you can answer the following questions about them.

1. Which had the most syrup?

2. Which had the most peaches?

3. Which bowl of peaches looked best to you?

   Look at the cans in which they were packed. Can you guess the right match?

   Taste a bite of each brand.

4. Were the flavors the same?

5. Which one did you think tasted the best?

   Your teacher will give you the correct answer by matching the peaches and the cans.

6. Which brand is the most expensive? How much?

7. Which brand is the least expensive? How much?

8. Which one would you buy to make a peach pie?

9. Which one would you buy to serve as they are?

10. Can you decide which one is the best buy?

EVALUATION			
		Possible Points	**Your Score**
1.	Active participation in discussion	20	
2.	Answered all questions	20	
3.	Work neatly written	10	
	TOTAL POINTS	**50**	

Teacher Self-Helps

- * Many consumers rely on the brand names when making selections in the grocery store. They are reluctant to try another brand. Ask students to name their favorite brand of canned preaches, peanut butter, margarine, loaf of bread. Ask if they always use the same brand. What would it take to change?
- * Before students come to class, open several cans of peaches and put them in identical bowls. Have a generic brand if possible, private label, and national brand. Have students compare what they see. Next show them the cans; see if they can match the cans with the peaches. DO NOT tell them if their guess is right until after tasting. Last, compare the prices.
- * You will want to point out that when the food is used for cooking, the cheaper, less fancy product can be used.

NUTRITION EDUCATION AND FOOD MANAGEMENT

UNIT V

Name: ______________________

Date: ______________________

Score: ______________________

UNIT TEST, PART 1: Recipe Measurement Abbreviations

Directions: Write the abbreviations for the following words:

1. tablespoon = ______ or ______
2. pound = ______ or ______
3. cup = ______
4. few grains = ______
5. quart = ______
6. teaspoon = ______ or ______
7. pint = ______
8. ounce = ______

DID YOU KNOW THEM ALL?

Name: ____________________

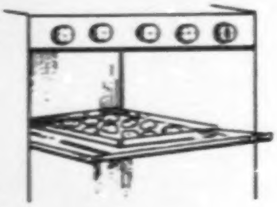
Date: ____________________

Score: ____________________

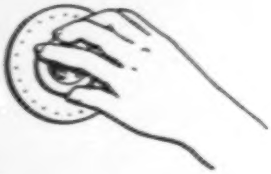
UNIT TEST, PART 2-A: Cooking Terminology - Identification

Directions: From the words printed below, select the term that tells about the picture. For example, number one is a picture of the word bake.

1. Bake
2. Boil
3. Baste
4. Broil
5. Preheat
6. Saute
7. Scald
8. Simmer
9. Steam
10. Skim



1. Bake



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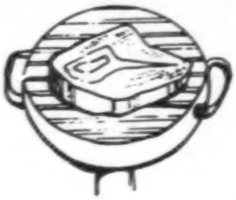

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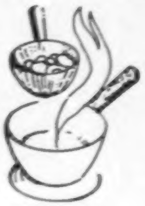

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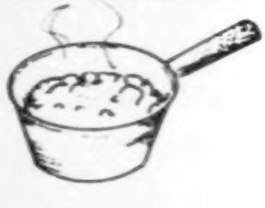

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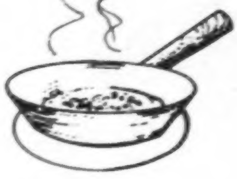

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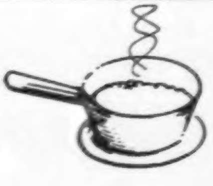

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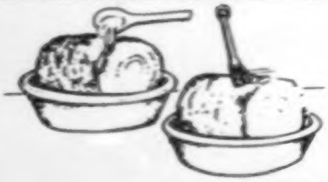

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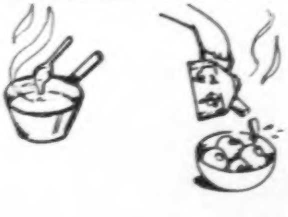

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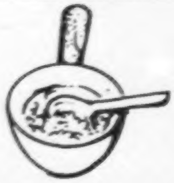


10. ____________________

Name: ____________________

Date: ____________________

Score: ____________________

UNIT TEST, PART 2-A: Cooking Terminology - Matching

Directions: Look at the list of words in the left column. Now look at the definitions in the right column. Match the correct definition with the word by placing the letter by the word.

____	1.	Bake	A.	To cook by direct heat under the oven broiler or on the barbeque grill
____	2.	Preheat	B.	To expose or hold food over steam to cook or soften
____	3.	Broil	C.	To heat until liquid is ALMOST to the boiling point, then remove from heat; or to pour boiling water over food to make peeling easier
____	4.	Steam	D.	To turn on the oven ahead of time so it will be the exact temperature when the food is put into the oven
____	5.	Boil	E.	To spoon off fat, foam, or other substances from top of mixture that is cooking
____	6.	Saute	F.	To cook in the oven by dry heat
____	7.	Simmer	G.	To cook, uncovered, in a small amount of fat in a frying pan
____	8.	Baste	H.	To heat so bubbles constantly rise to the surface
____	9.	Scald	I.	To heat liquid at a temperature just below boiling. Tiny bubbles form on the sides of the pan, but do not break the surface.
____	10.	Skim	J.	To moisten food while it is cooking by putting melted fat or liquid over it

Name: ______________________

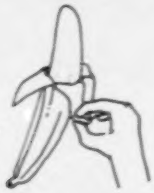
Date: ______________________

Score: ______________________

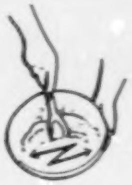
UNIT TEST, PART 2-B: Food Preparation Techniques - Identification

Directions: From the words printed below, select the term that tells about the picture. For example, number one is a picture of the word "peel".

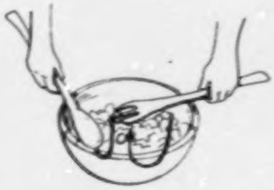
1. Alternate
2. Beat
3. Blend
4. Chop
5. Cream
6. Core
7. Cube
8. Cut in
9. Dice
10. Dot
11. Fold
12. Grate
13. Knead
14. Melt
15. Mince
16. Pare
17. Peel
18. Quarter
19. Separate eggs
20. Slice
21. Shred
22. Stir
23. Tear
24. Whip
25. Toss



Peel



2. ______________________



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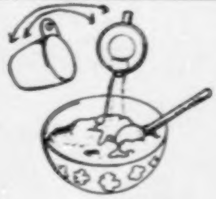

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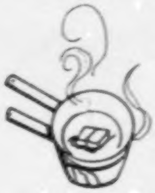
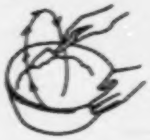


5. ______________________



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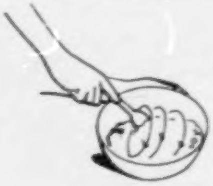

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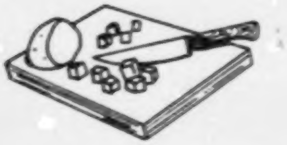

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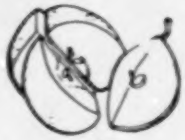

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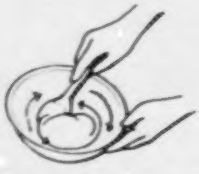

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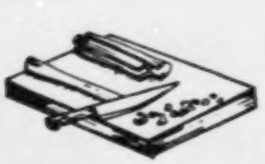

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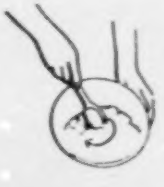

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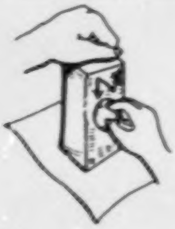
12. ______________________

PART 2-B - Identification (cont'd)



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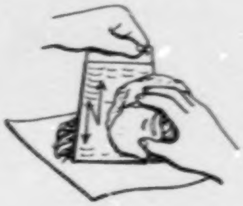
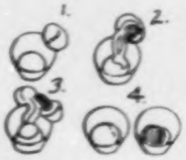


14. ______________________



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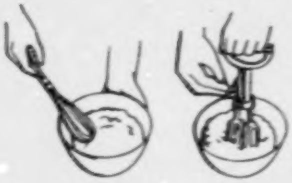

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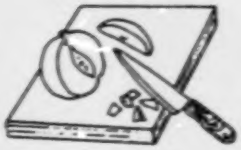

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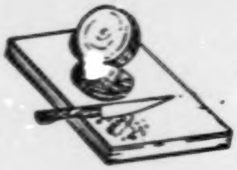

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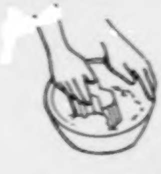

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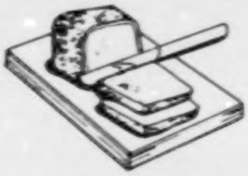
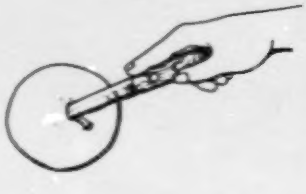


20. ______________________



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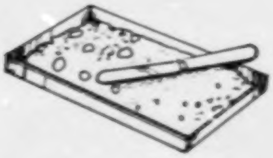
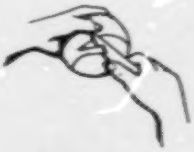
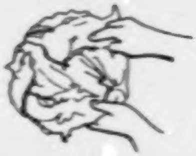


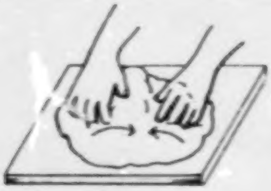
22. ______________________



23. ______________________



24. ______________________



388

25. ______________________

Are You a Cool Cook?

Name: ____________________

Date: ____________________

Score: ____________________

UNIT TEST, PART 2-B: Food Preparation Techniques - Matching

Directions: Look at the list of words in the left column. Now look at the definitions in the right column. Match the correct definition with the word by placing the letter by the word.

____	1.	Peel	A.	To make mixture smooth, or add air by using a brisk whipping or stirring motion
____	2.	Cream	B.	To mix lightly with a lifting motion, using 2 forks
____	3.	Toss	C.	To mix 2 or more ingredients until smooth and uniform
____	4.	Alternate	D.	To beat rapidly to make mixture very light and airy
____	5.	Melt	E.	To rub or beat with spoon or mixer till mixture is fluffy
____	6.	Fold	F.	To mix using a circular motion until well-blended or of uniform consistency
____	7.	Beat	G.	To warm solid ingredient over very low heat or in double boiler until it becomes liquid
____	8.	Cube	H.	To remove the center part of a fruit, such as an apple
____	9.	Quarter	I.	To cut food in about 1/4" cubes of uniform size and shape
____	10.	Stir	J.	To pull apart with your hands
____	11.	Dice	K.	To remove skin or outer layer with the hands
____	12.	Blend	L.	To scatter small amounts of fat over the top of the food
____	13.	Grate	M.	To cut or tear into long narrow pieces
____	14.	Shred	N.	To remove skin by cutting with a knife
____	15.	Separate eggs	O.	To cut food in 1/2" squares, uniform in size and shape

Part 2-B - Matching (cont'd)

____	16.	Whip	P.	To cut in thin broad pieces
____	17.	Chop	Q.	To rub on a grater that separates the food in various sizes of bits or shreds
____	18.	Mince	R.	To divide into 4 equal parts
____	19.	Cut in	S.	To break an egg and pour white part into a separate container without breaking the yolk
____	20.	Slice	T.	To add liquid and dry ingredients to a mixture by adding first 1/3 of the dry ingredients, then 1/2 the liquid ingredients, until all liquid and dry ingredients are mixed
____	21.	Core	U.	To cut into extremely small pieces
____	22.	Dot	V.	To mix shortening with dry ingredients, using pastry blender, knives, or fork
____	23.	Pare	W.	To cut in pieces with knife, chopper, or scissors
____	24.	Tear	X.	To add new ingredients to a mixture that is beaten till light. Cut down through mixture with spoon, whisk or fork; go across bottom of bowl, up and over close to surface.
____	25.	Knead	Y.	To work and press the dough with the palms of the hands

Name: ______________________

Date: ______________________

Score: ______________________

UNIT TEST, PART 3: Correct Measuring Techniques

Directions: Each ingredient has blank spaces in front of it. Pick out all the letters that apply to how you measure it and write the letter or letters in the spaces by the ingredient. You may use letters more than once.

___	1.	Butter	a.	Use a dry measuring cup.
___ ___ ___ ___	2.	Flour	b.	Use a liquid measuring cup.
___ ___ ___	3.	Shortening	c.	Press into cup.
___	4.	Flavoring (Vanilla)	d.	DO NOT pack into cup.
___ ___	5.	Brown Sugar	e.	Do not hold spoon over bowl of ingredients you have mixed
___ ___	6.	Granulated Sugar	f.	Smooth off with spatula
___ ___	7.	Oil	g.	Smooth off with your hand
___	8.	Baking powder	h.	Set on a level surface and check measurements at eye level.
___ ___	9.	Salt	i.	Heap up measuring spoon and level off.
___ ___ ___ ___	10.	Powdered sugar	j.	Sift first.
___ ___	11.	Cereal flakes	k.	One stick equals ½ cup. No need to use a cup.

Name: ______________________________

Date: ______________________________

Score: ______________________________

UNIT TEST, PART 4: Kitchen Safety

Directions: In the spaces before the numbers, write the word TRUE if the statement is all correct, and the word FALSE if any part of it is not correct.

_____ 1. It is a waste of time to unplug the mixer before removing the beaters.

_____ 2. When toasting prepared foods that have a sticky frosting, do not remove the hot food from the toaster with your fingers.

_____ 3. If you can't find a can opener, it is all right to use a sharp butcher knife to open a can.

_____ 4. If you are taking something from the oven, grab a dish towel and lift the pan out.

_____ 5. If you break something, use a damp paper towel to pick up glass slivers.

_____ 6. Sharp knives should never be put in the dishwater with other things.

_____ 7. When turning frying food, hold the skillet lid in front of you, so you will not get burned.

_____ 8. Always turn pot handles inward.

_____ 9. If you are in a hurry and spill water on the floor, wait until you finish cooking before mopping it.

_____ 10. When deep frying, always have grease 4" below the top of the pan in case it boils up when you put in food.

_____ 11. Spilled flour can make an uncarpeted floor slick.

_____ 12. If something catches on fire, do not turn on the exhaust fan if it is located directly above the fire.

_____ 13. If you use a knife or fork to remove an object that is stuck in the toaster, and you do not unplug the toaster first, you might receive an electrical shock.

_____ 14. Never throw water on a grease fire.

_____ 15. Use a spoon to scrape the sides of the mixing bowl, when using an electric mixer.

PART 4 - Kitchen Safety (cont'd)

____ 16. A slightly damp pot holder will keep you from being burned by a hot pan.

____ 17. It is all right to allow small children to play with toys on the kitchen floor while you are cooking.

____ 18. When reaching for an object on a high shelf, stack some books on a chair to help you.

____ 19. When loading the dishwasher, it is better not to put in sharp knives, especially if you must have the blade pointed upward.

____ 20. Sharp knives should be stored in a special compartment in the drawer or in a knife holder.

Name: ______________________

Date: ______________________

Score: ______________________

UNIT TEST, PART 5: Basic Cooking Equipment

Directions: Identify the items located at each of the 15 stations by writing the item name only beside the correct station number below.

After you have stopped at each station, return to your seat. In the space provided, write how each item is used.

Station 1: Item ______________________

Use ______________________

____

Station 2: Item ______________________

Use ______________________

____

Station 3: Item ______________________

Use ______________________

____

Station 4: Item ______________________

Use ______________________

____

Station 5: Item ______________________

Use ______________________

____

Station 6: Item ______________________

Use ______________________

____

PART 5 - Basic Cooking Equipment (cont'd)

Station 7: Item ____________________

Use ____________________

____

Station 8: Item ____________________

Use ____________________

____

Station 9: Item ____________________

Use ____________________

____

Station 10: Item ____________________

Use ____________________

____

Station 11: Item ____________________

Use ____________________

____

Station 12: Item ____________________

Use ____________________

____

Station 13: Item ____________________

Use ____________________

____

Station 14: Item ____________________

Use ____________________

____

PART 5 - Basic Cooking Equipment (cont'd)

Station 15: Item ____

Use ____

____

NOTES TO THE TEACHER

Choose 15 pieces of kitchen equipment from those studied in class. Place them on counter tops, etc. around the room. They should be at least 3 feet apart. Tape a number, 1-15, by each.

Instruct your students to line up single file. Show them the path to follow around the 15 work stations. There should be only one person at a work station at a time. No talking is allowed.

Keep an accurate list of utensils used at each station. If you have more than one class, you may wish to change the equipment for each class. Students could exchange papers and grade the test in class.

Name: ____________________

Date: ____________________

Score: ____________________

UNIT TEST, PART 6: Operation of and Care for Kitchen Appliances

Directions: Sometimes people do not agree on the right way to do something. You can help these people decide what is right. CIRCLE the name of the person who is RIGHT in each situation.

1. Tammy was cold and wanted to warm the kitchen by turning on the oven and opening the oven door. She also could dry her sweater by hanging it in front of the open oven door. Grandma said no because it might ruin the oven and waste energy. Who was right? Tammy or Grandma?

2. Bill was cooking something that spattered all over the top of the stove. Bill's brother said to clean it up right away. Bill wanted to wait until he washed dishes the next day. Who was right? Bill or Bill's brother?

3. Marvin started to push the "Start" button on the microwave even though there was nothing in it. Mary told him he might ruin the microwave if he did. Who was right? Marvin or Mary?

4. Aunt Sue started to put a metal bowl into the microwave. Aunt Betty said "No, you never put metal in the microwave." Who was right? Aunt Sue or Aunt Betty?

5. Bob and Karen were going to clean the outside of the refrigerator. Bob said it should be wiped with a damp cloth and immediately dried. Karen said it would not be necessary to dry it. Who was right? Bob or Karen? They both agreed the inside should be wiped with a soda water solution.

Part 6: Operation of and Care for Kitchen Appliances (cont'd)

6. The Butler family always cleaned their refrigerator as soon as it had a bad odor. The Duncan family checked their refrigerator often and cleaned it before any food spoiled. Who was right? The Butler family or the Duncan family?

7. Beth always scraped food into the garbage disposal while it was running. Jeff always turned the disposal off while putting food in it and then turned it on. Who was right? Jeff or Beth?

8. Jason used dishwashing liquid in the dishwasher, and Jackie used automatic dishwasher detergent in the dishwasher. Who was right? Jason or Jackie?

9. Charley said if you put ice cubes in the garbage disposal and turned it on, the blades would be sharpened. Lucy said that was the silliest thing she ever heard. Who was right? Charley or Lucy?

10. The Nelson family got a ceramic top stove. Mom thought you could probably cook something directly on the top, but Melanie said she thought a pan should always be used. Who was right? Mom or Melanie?

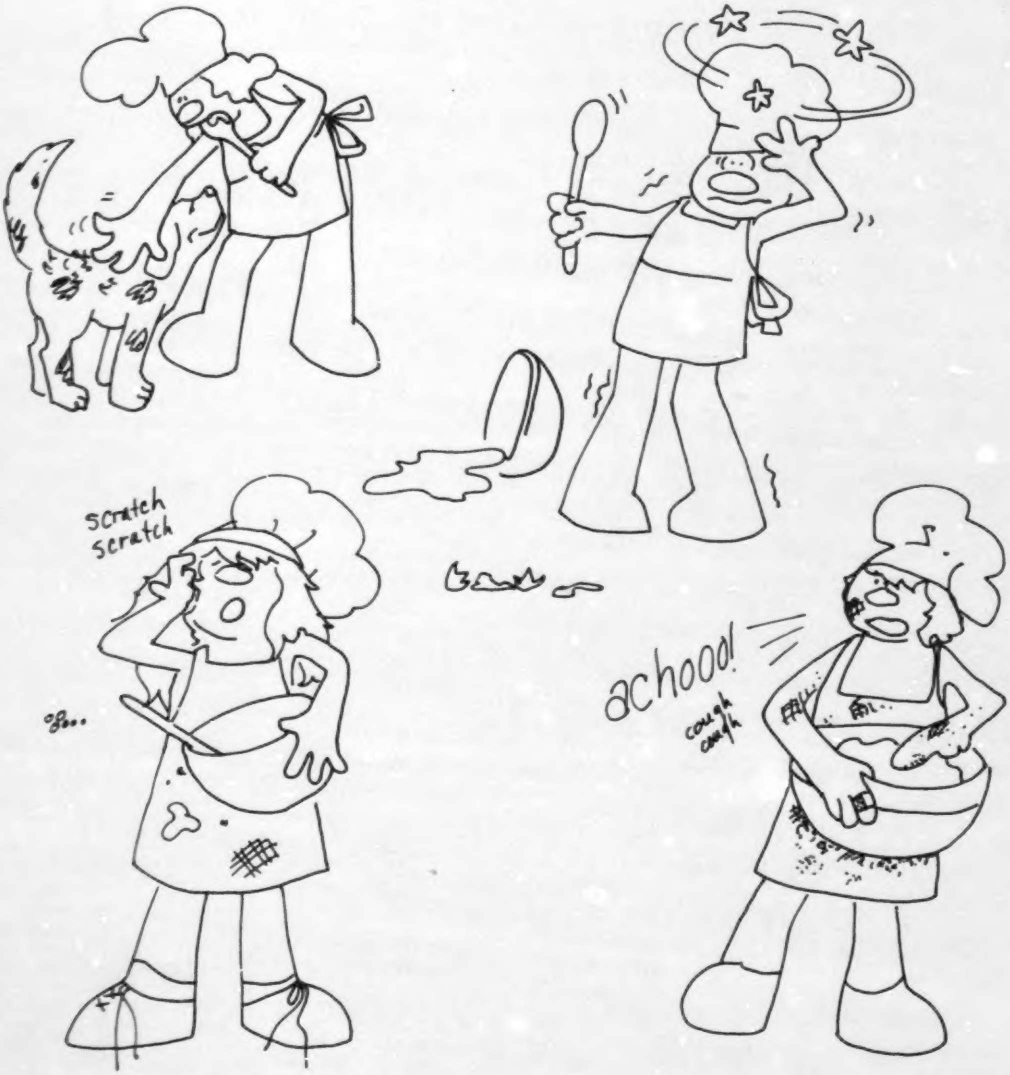
Name: ______________________

Date: ______________________

Score: ______________________

UNIT TEST, PART 7-A: Rules for Personal Hygiene

Directions: These "COOL COOKS" are not too cool because they are not following good personal hygiene rules. Find all the wrong things you see. You should find at least ten (10) mistakes. List broken rules on the back of this page. Keep your work neat and make complete sentences, please!



Name: ______________________

Date: ______________________

Score: ______________________

UNIT TEST, PART 7-B: Rules for Kitchen Cleanliness

Directions: Circle "T" for statements you think are true and "F" for statements you believe are false.

T F 1. You should always keep work areas and cooking utensils spotlessly clean.

T F 2. It is all right to wipe up spills from the floor with the dish towel as long as you do not dry dishes with it afterward.

T F 3. You should always rinse dishes in COLD water.

T F 4. Be sure to sweep the kitchen floor every two weeks.

T F 5. It is all right to store leftovers uncovered as long as they are refrigerated.

T F 6. Wash dishes in this order: Glassware, silverware, pots and pans, then dinnerware.

T F 7. Dishes should be rinsed before washing.

T F 8. If you think food is spoiled, throw it away. Do not taste it.

T F 9. A bulging lid on canned foods is a sign the food is spoiled.

T F 10. Store all canned goods under the sink.

T F 11. Always use a wooden cutting board.

T F 12. Always wash the caps and wipe off the tops and outside of salad dressing, catsup, mustard, oil and other jars before putting them back in the refrigerator or cabinet.

Name: ____________________

Date: ____________________

Score: ____________________

UNIT TEST, PART 8: Mealtime Manners and Table Settings

Directions: Below are true and false questions about table setting and mealtime manners. If the answer to the statement is true, circle the letter in the true column. If the statement is false, mark the letter in the false column. When you are finished, the letters should spell a mystery message. Print the mystery message in the space provided at the end of the test.

True	False		
P	O	1.	If a knife is not needed for the meal do not place it on the table.
B	R	2.	The water glass is placed above the center of the plate.
C	A	3.	The salad plate goes on the right.
C	D	4.	Plates are removed from the left with the left hand.
T	E	5.	Pass food to the right.
O	I	6.	Use a spoon to eat peas.
C	T	7.	Use a fork to eat mashed potatoes.
M	E	8.	When cutting meat, cut it all at once.
G	F	9.	Dip the soup spoon away from you.
O	H.	10.	Don't begin eating until everyone is seated.
J	O	11.	When refusing food say "No, I'm too full."
K	D	12.	Blow your soup to cool it.
M	I	13.	Don't talk with your mouth full.
A	E	14.	Don't talk about unpleasant things at the table.
R	N	15.	The salad fork is always placed to the left of the dinner fork.
T	N	16.	A goblet is what a turkey does.
E	S	17.	The cup and saucer are placed on the right.
U	R	18.	Be sure to clean your plate by mopping it with a piece of bread.
S	W	19.	Always have clean hands and fingernails when you are eating.

THE MYSTERY MESSAGE IS:

— — — — — — — —   — — — —

— — — — — — —.

Name: ____________________

Date: ____________________

Score: ____________________

UNIT TEST, PART 9: Basic Nutrition and Choosing Snacks

Directions: Read the statement and circle the letter to complete the sentence correctly.

1. Eating a proper diet can help me to:
    a. Grow properly.
    b. Feel peppy.
    c. Both of the above.
2. If I do not eat all the right foods, I may be:
    a. Overweight.
    b. Sick a lot.
    c. Tired.
    d. All of the above.
3. An example of a good breakfast is:
    a. Orange juice, toasted-cheese sandwich, and milk.
    b. Doughnut and milk.
    c. Soda pop and cookie.
    d. All of the above.
4. High energy foods are:
    a. Milk shakes, cake, and candy.
    b. Apples, milk, and celery.
    c. None of the above.

Part 9: Choosing Snacks (cont'd)

5. Low energy foods are:

   a. Potato chips and french fries.

   b. Apples, milk, and celery.

   c. None of the above.

6. Sweet foods eaten between meals can:

   a. Cause dental decay.

   b. Take away your appetite at mealtime.

   c. Cause you to be overweight.

   d. All of the above.

7. Persons who are still growing need:

   a. 4 glasses of milk daily.

   b. 3 glasses of milk daily.

   c. 1 glass of milk daily.

8. Meat is an excellent source of:

   a. Vitamin A.

   b. Protein.

   c. Calcium.

9. A person who is a poor eater usually is eating a diet that has:

   a. Not enough B-vitamins.

   b. Plenty of green and yellow vegetables.

   c. Too much vitamin C.

10. Foods that would be good snack choices are:

    a. Sunflower seeds, popcorn, peanuts, and apple juice.

    b. Candy bars, soda pop, and fried pies.

    c. All of the above.

Name: ______________________

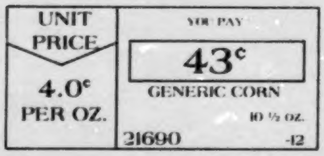
Date: ______________________

Score: ______________________

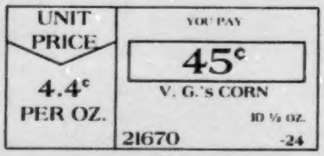
UNIT TEST, PART 10: Grocery Shopping Techniques

Directions: Fill in the blank with the correct answers.

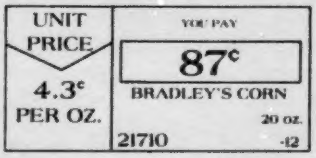
1. A ____________ _________ tells you what to buy when you are in a store.
2. If you use a shopping list, you will not ______________ anything.
3. Fresh fruits and vegetables are found in the store's ____________ department.
4. Most of the foods in the Milk Group are found in the store's ____________ department.
5. The ____________ department takes up the most room in a food store.
6. Many different kinds of _________ and _________ are sold in the bakery department.
7. Hot cooked foods are found in the ____________ department.
8. To find out what is inside a container, read the _________ printed on it.
9. Canned and frozen foods are sold under many ____________ names.
10. Weekly ______________ ads can help you save money.
11. We should not ____________ food that we have not paid for.
12. We should always be ____________ to other customers and the clerks.
13. Unit prices are found on the front of the ____________.
14. Look at the prices below. Put an X under the one that costs the least per ounce.


UNIT PRICE
4.0¢
PER OZ.
YOU PAY
43¢
GENERIC CORN
10 ½ OZ.
21690
-12

a.________


UNIT PRICE
4.4¢
PER OZ.
YOU PAY
45¢
V. G.'s CORN
10 ½ OZ.
21670
-24

b.________


UNIT PRICE
4.3¢
PER OZ.
YOU PAY
87¢
BRADLEY'S CORN
20 OZ.
21710
-12

c.________

ANSWERS TO UNIT V TEST

PART 1: Recipe Measurement Abbreviations

1. T. or tbsp.
2. # or lb.
3. c.
4. f.g.
5. qt.
6. t. or tsp.
7. pt.
8. oz.

PART 2-A: Cooking Terminology - Identification

1. Bake
2. Preheat
3. Broil
4. Steam
5. Boil
6. Saute
7. Simmer
8. Baste
9. Scald
10. Skim

PART 2-A: Cooking Terminology - Matching

1. F
2. D
3. A
4. B
5. H
6. G
7. I
8. J
9. C
10. E

PART 2-B: Food Preparation Techniques - Identification

1. Peel
2. Cream
3. Toss
4. Alternate
5. Melt
6. Fold
7. Beat
8. Cube
9. Quarter
10. Stir
11. Dice
12. Blend
13. Grate
14. Shred
15. Separate eggs
16. Whip
17. Chop
18. Mince
19. Cut in
20. Slice
21. Core
22. Dot
23. Pare
24. Tear
25. Knead

PART 2-B: Food Preparation Techniques - Matching

1. K
2. E
3. B
4. T
5. G
6. X
7. A
8. O
9. R
10. F
11. I
12. C
13. Q
14. M
15. S
16. D
17. W
18. U
19. V
20. P
21. H
22. L
23. N
24. J
25. Y

PART 3: Correct Measuring Techniques

1. k
2. j, a, d, f
3. a, c, f
4. e
5. a, c
6. a, f
7. b, h
8. i
9. e, i
10. j, a, d, f
11. a, g

PART 4: Kitchen Safety

1. False
2. True
3. False
4. False
5. True
6. True
7. True
8. True
9. False
10. True
11. True
12. True
13. True
14. True
15. False
16. False
17. False
18. False
19. True
20. True

PART 5: Basic Cooking Equipment

Instructor will make key based on the 15 equipment items used.

PART 6: Operation of and Care for Kitchen Appliances

1. Grandma
2. Bill's brother
3. Mary
4. Aunt Betty
5. Bob
6. Duncan family
7. Jeff
8. Jackie
9. Charley
10. Melanie

PART 7-A: Rules for Personal Hygiene

Any 10:

1. Licking mixing spoon
2. Petting dog
3. Cooking while ill
4. Dirty apron
5. Shoe untied
6. Scratching head
7. Sneezing over food
8. Finger in bowl
9. Cooking with bandage
10. Dirty hands
11. Dirty face
12. Hair not tied back

PART 7-B: Rules for Kitchen Cleanliness

1. True
2. False
3. False
4. False - more often or when it is dirty
5. False
6. False
7. True
8. True
9. True
10. False
11. False
12. True

PART 8: Mealtime Manners and Table Settings

The mystery message is:

PRACTICE GOOD MANNERS

PART 9: Basic Nutrition and Choosing Snacks

1. c
2. d
3. a
4. a
5. b
6. d
7. a
8. b
9. a
10. a

PART 10: Grocery Shopping Techniques

1. shopping list
2. forget
3. produce
4. dairy
5. grocery
6. bread and rolls
7. deli
8. label
9. brand
10. newspaper
11. eat/sample
12. polite/courteous, etc.
13. shelf
14. a